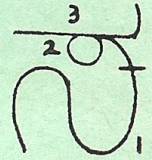
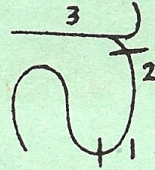
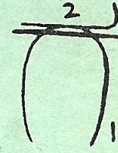
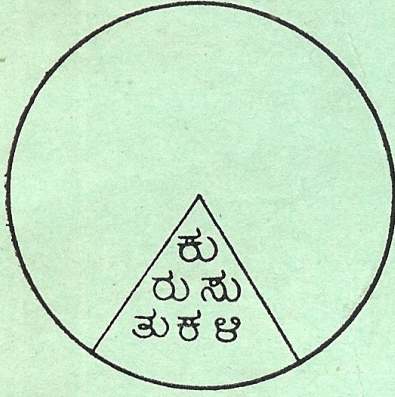


Kannada Through Language Games

Editor : Dr. M. S. THIRUMALAI

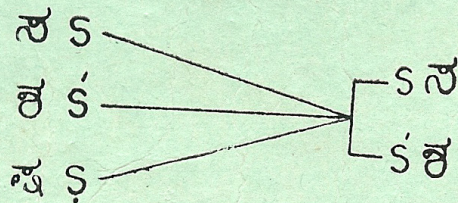
Author : S. S. YADURAJAN



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ಧ	ಪಾ	ಪೀ	ಫ	ಫ	ಬ	ಬಾ	ಬೀ
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Central Institute of Indian Languages
and
Directorate of Kannada and Culture



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KANNADA THROUGH LANGUAGE GAMES

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FOREWORD

The Central Institute of Indian Languages was set up on the 17th July, 1969 with a view to assisting and co-ordinating development of Indian Languages. The Institute was charged with the responsibility of serving as a nucleus to bring together all research and literary out-put from the various linguistic streams to a common head and narrowing the gap between basic research and developmental research in the fields of languages and Linguistics in India.

The Institute and its six Regional Language Centres are thus engaged in research and teaching which lead to the publication of a wide-ranging variety of materials. Materials designed for teaching/learning at different levels and suited to specific needs is one of the major areas of interest in its series of publications. Basic research relating to the acquisition of language and study of language in its manifold psychological relations constitute another broad range of interest. These materials will include materials that are produced by the members of the staff of the Central Institute of Indian Languages and its Regional Language Centres and associated scholars from Universities and Institutions both Indian and foreign.

The present publication entitled 'Kannada Through Language Games' opens a new vista in language teaching. The book consists of a variety of games useful for Kannada teaching. The games have been designed to develop all the four skills listening, speaking, reading and writing. Designed for both the teacher and the learner it covers the major structural peculiarities of Kannada.

I hope that this book will not only help teaching/learning of Kannada but also will make classroom learning an enjoyable experience.

D. P. Pattanayak
Director

4-7-1986

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— *S. S. Yadurajan*

EDITOR'S NOTE

Very often language teaching materials for the teaching of languages as second language focus on structural selection, gradation and presentation. This approach has led to development of significant second language teaching materials by the Central Institute of Indian Languages and the Regional Language Centres faculty. While this approach is sound in its basic framework classroom experience has shown that a structural approach needs to be supplemented with certain behavioural orientations in the classroom so as to make the learning of a language interesting as well as challenging. The exercises and the drills of a second language teaching material produced at the Institute of Indian Languages often try to make learning in the classroom interesting and challenging. However, group involvement as well as individual puzzle resolution have not been much highlighted there. The present book 'Kannada through Language Games' is an attempt to fill in this gap. I designed this book for preparation of language games by Sri. Yadurajan with a view to making it available as a handbook for the teachers. The instructions are however, written also in a manner that could be used directly by learners. This book should be considered only as the first book in a series of books planned for language games. Only some selected language games focussing on all four language skills as well as some selected language components are presented here. We have identified many more language games which we would like to present in the subsequent parts of the series.

M. S. Thirumalai

Composite Correspondence Course in Kannada
for the Employees of the Government of Karnataka.

Supplementary Learning Packet-3

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GAME 1

Listen Carefully

Aim of the game : To practise the "troublesome" sounds of the Kannada language.

Type of the game : Individual

Requirements : Sound cards for each player and masterlist of words.

The game is basically designed to enable the learners to listen to some 'special' sounds of the Kannada language and correlate them with the Kannada letters. This is an important ability which leads to good and error-free reading and writing. The game is well suited for beginners and can be manipulated to merely practise certain sounds at random or for remedial teaching where the learner's difficulties are well known.

For designing the game some of the 'problem' sounds of the Kannada language may be listed first. The sounds may be arranged in pairs based on the phonetic similarity between them as shown below.

k	kh	c	ch	g	gh	j	jh
ಕ	ಖ	ಚ	ಛ	ಗ	ಘ	ಜ	ಝ
t	th	d	dh	t	th	d	dh
ಟ	ಠ	ಡ	ಢ	ತ	ಥ	ದ	ಧ
p	ph	b	bh	d	dh	t	th
ಪ	ಫ	ಬ	ಭ	ದ	ಧ	ತ	ಥ
n	N	N	m	l	l	r	l
ನ	ಢ	ಢ	ಮ	ಲ	ಲ	ರ	ಲ

For each of the sounds the teacher may write down 10-15 words (minimal or subminimal pairs). This is the master list of the teacher. A sample master list is given below.

ಸ	ಶ
ಸರ	ಶರ
ಸಾಲು	ಶಾಲು
ಆಸನ	ಶನ
ಸಾಯಿ	ಶಾಯಿ
ಸಸಿ	ಶಶಿ
ಸೇವು	ಶೇವು
ಸಾವಿಗೆ	ಶಾವಿಗೆ
ಸಾಟಿ	ಶಾಟಿ
ಸಂಕ	ಶಂಕೆ
ಸರದಿ	ಶರದಿ

PLAYER CARD

[illegible]

Instead of the cards the pupils may also be asked to put these columns in their notebooks. Blackboard can also be used for this if the class is small. It is after this that the discrimination test is introduced.

Method of Play

The game may be played in the following manner.

1. Each pupil is given a player card and he/she is asked to be ready with a pencil. If black board is used for playing two players can be called to the board at a time and they are asked to be ready with a piece of chalk. The two players can be decided on the basis of roll call. For example, if the class has even number of learners say, 10, No. 1 opposes No. 10, No. 2 opposes No. 9, No. 3 opposes No. 8, and so on.
2. The teacher/instructor starts reading the words in his master list randomly. He can also put a pencil mark 1, 2, 3, etc., in front of the word dictated by which the order of occurrence of the words is known.
3. The teacher can utter the word only once, twice or thrice depending upon the ability of the learners to discriminate the sounds at the first, second or third attempt.
4. When the teacher/instructor says a word the pupils are required to listen to the word carefully and mark + in the column which sound they hear. Before hand the learners may be asked to concentrate on the occurrence of two phonetically similar sounds in the words. A sample player card after the test is over may be as follows.:

	ಸ	ಫ
1	+	
2	+	
3		+
4		+
5		+
6	+	
7		+
8	+	
9	+	
10		+

5. After a round of 10 words the game is repeated for another 10 words for the same pair of sounds or different set of sounds. When the game is played between two players only, the scores are tabulated for 10, 20, or 30 words as the case may be, and the winners of the earlier round move to the next phase of the competition till the ultimate winner is decided.

The game may be played by individual learners and a key may also be provided by which correcting of individual player cards can be dispensed with. For this the teacher may prepare a masterlist of 50 words involving both the 'problem' sounds. The player card has 50 columns running either horizontally or vertically. On the back side of

the card the answers may be given, i.e., all the words dictated may be given or if serial numbers are given for the two sounds say 1 and 2, the key is given in terms of the serial numbers of the sounds.

After a round of 50 words, pronounced orally, the learners may be asked to exchange the cards and note their scores themselves.

Scoring is based on the number of correct responses given.

The game is highly flexible, for it can be tailored to different situations. Whereas for beginners only disyllabic words involving only one of the 'problem' sounds chosen, the task of discrimination may be made more and more difficult by having three, four and five syllabic words involving the same 'problem' sounds. At a later stage words of the type.

ಶಾಸನ, ವಿಶೇಷ, ಸಾವಕಾಶ, ಶುಭಾಶಯ, ಶಿಫಾರಸು, ಶಶಾಂಕ,
ಸುವಾಸನೆ, ಆಶ್ವಾಸನೆ, ಸಶರೀರ, ಸಂಶಯ, ಆಶುಭಾಷಣ

which involve both the sounds may be given. Different type of cards by which the order of occurrences of sounds could be known may be devised.

Here are some wordlists for other problem sounds.

ಕ	ಖ
ಕಲ	ಖಲ
ಕಳೆ	ಖಳೆ
ಶಾಕ	ಶಾಖ
ಕುರ	ಖುರ
ಕಿನ್ನ	ಖಿನ್ನ
ಕುಶ	ಖುಷಿ
ಕಾರಿ	ಖಾರಿ
ಕಂಡಿ	ಖಂಡಿ
ಕಂಡ	ಖಂಡ
ಶಂಕೆ	ಶಂಖ

ಚ	ಛ
ಚಲ	ಛಲ
ಚಿನ್ನ	ಛಿನ್ನ
ಚಂದ	ಛಂದ
ಚಾಪೆ	ಛಾಪು
ಚಿತೆ	ಛೇದ
ಚತ್ರ	ಛಾತ್ರ
ಚಿತ್ರ	ಛಿತ್ರಿ
ಚಾಮರ	ಛಾನಸ
ಚಾವಿ	ಛಾಯ
ಚಾಪ	ಛಾಪ

ಗ	ಘ
ಗಂಟೆ	ಘಂಟೆ
ಗಟ	ಘಟ
ಗಟ್ಟ	ಘಟ್ಟ
ಗೋರು	ಘೋರ
ಗೇರಿ	ಘೇರಿ
ಗೋಣಿ	ಘೋಣಿ
ಗಾಡಿ	ಘಟ್ಟ
ಗುಳಿಗೆ	ಘಳಿಗೆ
ಗೋಟು	ಘೋಟು
ಗಟ್ಟ	ಘಟ್ಟಿಸು

ಜ	ಝ
ಜರಿ	ಝರಿ
ಜಲ್ಲಿ	ಝಲ್ಲಿ
ಜೊಂಡು	ಝಾಂಡ
ಜಡ	ಝಡತಿ
ಜಾಡು	ಝಾಡಿಸು
ಜಾಳು	ಝಳ
ಜಾರು	ಝರಿ
ಜೊಂಡು	ಝಂಡಾ

ಟ	ಠ
ಟಂಕ	ಠಕ್ಕ
ಟಪಾಲು	ಠರಾವು
ಟಪಣಿ	ಠಾಣೆ
ಟಿಪ್ಪಣಿ	ಠಿಕಾವೆ
ಟಿಂಕ	ಠಾಣೆ
ಟೀಕೆ	ಠೀಕು
ಟೊಳ್ಳು	ಠೌಳಿ
ಟೊಣಪೆ	ಠೇವಣಿ
ಟಕ್ಕೆ	ಠಕ್ಕ
ಟಕ್ಕಣ	ಠಾಕು

ತ	ಠ
ತಳ	ಠಳ
ತಾಲಿ	ಠಾಲಿ
ತಟ್ಟು	ಠಟ್ಟು
ತೈಲ	ಠೈಲಿ
ತಳಿಸು	ಠಳಿಸು
ತಾಟು	ಠಾಟು
ಅಂತ	ಅಂಠ
ನಾತ	ನಾಠ
ತರ	ಠರ
ಪತನ	ಪಠ

ಡ	ಢ
ಮೂಡು	ಮೂಢ
ದಡ	ದಢಾರ
ಗಾಡಿ	ಗಾಢ
ಮಾಡು	ಮೂಢ

ದ	ಢ
ದನ	ಢನ
ಮದ್ಯ	ಮಢ್ಯ
ದನಿ	ಢನಿ
ದಾರಿ	ಢಾರಿ
ನಿದಾನ	ನಿಢಾನ
ಪ್ರದಾನ	ಪ್ರಢಾನ
ಬಂದ	ಬಂಢ
ಅಂದ	ಅಂಢ
ಅದರ	ಅಢರ
ದಾಡಿ	ಢಾಡಿ

ಪ	ಫ
ಪಣ	ಫಣ
ಪಲ	ಫಲ
ಪಸೆ	ಫಸಲು
ಪಾಶ	ಫಾಶಿ
ಪಾಲಕ	ಫಾಲ
ಕಪ್ಪ	ಕಫ
ಕಪ್ಪೆ	ಕಫ
ಪಟಕ	ಸ್ಪಟಕ

ಬ	ಭ
ಬಲೆ	ಭಲೆ
ಬಾಲ	ಭಾಲ
ಬಡವ	ಭಡವ
ಬಾನು	ಭಾನು
ಬರ	ಭರ
ಬಾತು	ಭಾತು
ಬರಿಸು	ಭರಿಸು
ಬಾವಿ	ಭಾವಿ
ಬಟ್ಟ	ಭಟ್ಟ
ಬಂಡಿ	ಭಂಗಿ

ಲ	ಳ
ಮಲೆ	ಮಳೆ
ನಾಲೆ	ನಾಳೆ
ಹಾಲು	ಹಾಳು
ಉರುಲು	ಉರುಳು
ಕಾಲು	ಕಾಳು
ಹಾಲೆ	ಹಾಳೆ
ಕಲೆ	ಕಳೆ
ಮೂಲೆ	ಮೂಳೆ
ಸೆಲೆ	ಸೆಳೆ
ಉಲಿ	ಉಳಿ

ನ	ಣ
ಮನೆ	ಮಣೆ
ಮನ	ಮಣ
ಕೋನ	ಕೋಣ
ಹನಿ	ಹಣೆ
ತಾನ	ತಾಣ
ದನಿ	ದಣೆ
ತನಿ	ತಣೆ
ಗಾನ	ಗಾಣ
ಆನೆ	ಆಣೆ
ಮಾನಿ	ಮಣೆ

ಶ	ಷ
ಶರ	ಷರಾ
ಕಾಶಾಯ	ಕಷಾಯ
ಕಳಶ	ಕಲುಷ
ವಿಶದ	ವಿಷಾದ
ಪಾಶಾಣ	ಪಾಷಾಣ
ಆಶಯ	ಆಷಾಢ
ಪರುಶ	ಪರುಷ
ದೇಶ	ವೇಷ
ಈಶಾನ್ಯ	ಈಷಣ
ಶಾರದೆ	ಷರತ್ತು

ರ	ಲ
ಮಾರು	ಮಾಲು
ಸಾರು	ಸಾಲು
ರಾಗ	ಲಾಗ
ರಡಿ	ಲಡಿ
ರಾಜ	ಲಾಜ
ಬರ	ಬಲ
ಬರೆ	ಬಲೆ
ರಾಯ	ಲಾಯ
ಕೋರು	ಕೋಲು
ಉರಿ	ಉಲಿ

ನ	ಮ
ನಾರು	ಮಾರು
ನರ	ಮರ
ನೀರು	ಮೀರು
ಯಾನ	ಯಾಮ
ನಗು	ಮಗು
ನೋಡಿ	ಮೋಡಿ
ನಯ	ಮಯ
ನೋಟ	ಮೋಟ
ಘನ	ಘಮ
ನೆಟ್ಟು	ಮೆಟ್ಟು

ಸ	ಷ
ಸರ	ಷರ
ಸಂಡಿಗೆ	ಷಂಡ
ಕಸಾಯಿ	ಕಷಾಯ
ಭಾಸ	ಭಾಷೆ
ಪುಸ್ತಕ	ಪುಷ್ಕರ
ಪರುಸ	ಪುರುಷ
ಭಾವಿಸು	ಭವಿಷ್ಯ
ದೋಸೆ	ದೋಷ
ತುಸು	ತುಷ್ಟಿ
ಮೇಯಿಸು	ಮೇಷ

GAME 2

Pictures and Sounds

Aim of the game : Practice of pronunciation of sounds using pictures.

Type of the game : Both individual and group

Requirements : Pictures of familiar objects where names have specific sounds intended to be practised in the game.

Pictures are useful for a variety of purposes in a language teaching course. In the beginning stages, they are used for identifying objects, visual representation of a process and for emphasising a particular teaching point. In an extended use pictures can be used effectively to correct/teach some sounds as well for, some pronunciation difficulties lend themselves to pictorial illustration. For example, in Kannada, ಅರ-ಹರ, ಧನ-ದನ, ಕಾಲ-ಕಾಳು, ನಲ್ಲಿ-ನಳ್ಳಿ, ಕುರ-ಮುರ, ಸಾಲ-ಶಾಲ. ಉಳು-ಹುಳು etc., are a few examples which are picturable. This picturability of words involving specific sounds would form the basis of this game. It is also important that the teacher is familiar with the pupil's difficulties. This familiarity will help him to play his course to meet the needs of the learners. The pictures and words chosen for the purpose should also confirm to the vocabulary mastered by learners at a given stage. The pictures must be pasted on cards of size 6" x 6" and mounted on a board.

Method of Play

Pronouncing games can be played with the type of pictures, described above in the following ways.

- a. The simplest form of the game is identification of an object through the word. Take the example of **kaalu** 'leg' and **kaalu** 'grain'. The

teacher says 'point to **kaalu**' or 'point to **kaalu**' and calls a pupil's name. The pupil is required to perceive the uttered word correctly, associate the word with an object displayed and point to that particular object. The picture board should not be kept too far from the visual and discriminative range of the pupils because when an object is pointed to by a pupil others should be able to see it clearly. The pictures should be sufficiently spaced on the black board. A correct identification fetches the learner or his group +1 score.

- b. The pictures can be numbered serially 1 and 2. The teacher asks which is **kaalu**, or which is **kaalu**? Those who say 1 can raise their hands and those who say 2 can keep it down. Answers can also be given orally and those who are right secure a point.
- c. Wherever it is possible to have more than one set of pictures, pupils can mark on the picture either the numerals 1 or 2 or the actual word itself, given a definite time. The teacher may collect the pictures back and evaluate. In such a case, the teacher can keep a record of what he says.
- d. The game can also be played by groups of learners. Instead of individual learners the teacher can form small and manageable groups of learners, say 5-5 pupils and convert the game as a group game.
- e. The game may be planned to elicit the required word from the pupils themselves. The teacher may ask, pointing to one of the sketches, 'In this a.....? He can point to a particular learner or group of learners and elicit the answer.
- f. With the pictures right in front of the pupils the teacher can ask the pupils to draw a particular one, say '**halli**'. All the pupils draw the required picture (a rough sketch will do). Some may write correctly and some wrongly, depending upon how they perceive the sound 'l' or 'l'. After a single drawing or after a set of drawings the teacher may correct them and award scores.

- g. To make the game more interesting and competitive the pupils may be divided into small groups and one member of each group is called to the blackboard. Now the chosen learners start drawing the picture on the blackboard or on sheets of paper kept at different corners. Other rules are common as 'f'.
- h. With the picture cards distributed to the learners the teacher may say 'show me **kaalu**'. Whoever has a **kaalu** card (showing a leg) will show the picture. If correct he gets +1 score, if wrong -1 score is awarded.

However, pronunciation games of this type will lead to development of the particular skill in a group activity since the individual capabilities cannot be clearly assessed in a group effort. Even if it is played as a group game to sustain interest and competitiveness the individuals may be called into represent the group.

GAME 3

Find the Word

Aim of the game : Improvement of reading skill

Type of the game : Individual

Requirements : Word cards

'Find the word' is a reading game and it helps beginners to recognize words and letters well. The game is very flexible in its format and hence could be tailored to the specific stages, and specific needs of language learners.

The teacher/learner may list some vocabulary items used in the textbook and transfer them to cards or slips of paper of the size of a post card. Some of the items taken from the 1st Standard Kannada Reader are arranged here as they should appear in cards.

1	2	3	4
ಅಗಲ	ಇವರು	ಆರತಿ	ಬೆವರು
ಕಮಲ	ಅಡಗು	ಉಪಾಯ	ಕುಡಿಸು
ಉಡುಪು	ಕೂರು	ಕುರುಡ	ಕೂಳು
ಗೂಡು	ಗಂಟೆ	ಗಾಡಿ	ಅಗಸ
ಬೇಸಿಗೆ	ಕಾಗದ	ಜಿಂಕೆ	ಊಟ

ಇತರ	ಗಾಜು	ಇರು	ಇರುವೆ
ಕೂಸು	ಉರುಳು	ಕೂಡು	ಗಾಡಿ
ಚರಕ	ಚಿಲಕ	ಬೆದರು	ಜನ
ಹಾರಾಡು	ಬೆಸುಗೆ	ಬಡಿಸು	ಹಾರಾಟ
ಬಡವ	ಹೆಗಲು	ಹಾಡು	ಬಡವಿ

These are pupils' word cards and several of these are made depending upon the strength of the class or the group if the class is divided into smaller groups. For each of the words given in the pupils' word card the teacher prepares a small word strip of the type shown below.

ಹಾರಾಡು

These strips are put in a tray, or in a bowl or bag.

Method of Play

Each pupil is given a word card. The teacher takes one word strip at a time. He either reads it out loudly or shows it, or both. Any pupil who has the same word in his card as the one he sees on the teacher's strip will raise his hand or stands up and shows the word to the teacher. The pupil then has to put a pencil mark before the word. If the word identified is correct he gets a +1 score. If the identification is wrong the pupil gets -1. When the word is located in the card of a pupil who has not located its occurrence in his card, that pupil is penalised and gets -1 against his name in addition. By this pupils are penalised for wrong identification as well as for non-identification. This makes it necessary that each pupil reads the words in the card. The game is played briskly with only a few seconds

between the reading of words. The scores are tabulated after the completion of say 50,100 words. In the beginning stages the teacher may not resort to negative marking as it is likely to discourage the learners and retard their reading ability. However after the learners start reading fluently negative marking may be introduced which will bring in more competitiveness.

The game is very much flexible in the sense that it can be introduced after a few words have been learnt. The number of words in each card can also be altered. The word strips and the word cards may be put in packets and titled, Find the Word Level I, Find the Word Level II. The following hierarchy may be followed in arranging the words.

- a. Mono and disyllabic words with letters not involving secondary symbols for matras :

ಮಗ ನರ ಹಣ ಜನ ತಳ ವರ.

- b. Mono and disyllabic words involving vowels and consonants with matra symbols

ಬಾ. ತಾ, ಹೂ, ಹಾರ, ನಾರು, ಊರು, ಮಗು,
ಜಾಣ, ಕೇರು, ತಾಳ, ಕಾಳು, ನಾಡು, ವಾರ.

- c. Trisyllabic words involving vowels and consonants without matra symbols.

ನಗರ, ಕಮಲ, ಕವನ, ಉದರ, ಕದನ,
ದಹನ, ಸದನ, ಸದರ, ದಸರ, ತರಹ
ಹರಣ, ಕರಣ, ತನಕ, ಬಹಳ, ಬಳಗ

- d. Trisyllabic words involving vowels and consonants with matra symbols

ಕಾರಣ, ಹಾರಾಟ, ಅಧಾರ, ಕೇವಲ
ನಗಾರಿ, ಕೊಳಕು, ತಳಿರು, ಸೊರಗು.

e. Di and tri syllabic words involving anuswaras

ಅಂಜು, ಮಂಚ, ಕಂಟಕ, ಸಂಹಾರ, ಕರಂಡ.

f. Di and tri syllabic words involving identical clusters

ಅಕ್ಕ, ಮಗ್ಗ, ಅಕ್ಕರೆ, ಗದ್ದುಗೆ, ಸಪ್ಪಳ
ದಿಣ್ಣೆ, ಸಕ್ಕರೆ, ಸುಮ್ಮನೆ, ಸನ್ನದು, ಅಲ್ಲಮೆ.

g. Di and tri syllabic words involving non-identical clusters

ಸನ್ಯಾಸ, ಸಂಕಲ್ಪ, ಕಲ್ಯಾಣ, ವೈರಾಗ್ಯ,
ಆಶ್ರಮ, ಪ್ರಸಿದ್ಧ, ತಟಸ್ಥ, ಅಜ್ಞಾತ.

h. Di and tri syllabic words involving r+c cluster

ನಿರ್ಧಾರ, ದುರ್ಧರ, ಗಾಂಭೀರ್ಯ, ಆರ್ತ,
ಚರ್ಮ, ವರ್ತನೆ, ಆಂತರ್ಯ, ಜರ್ಘರ.

i. Tetra nd pentasyllabic words

ಅತಿಯಾಸೆ, ಕನ್ನಡನಾಡು, ಸಾಮ್ರಾಜ್ಯದಾಹ,
ವಿಪರ್ಯಾಸ, ಸಾರ್ವಜನಿಕ, ಭಯೋತ್ಪಾದನೆ,
ನರಕಯಾತನೆ, ಸಮಶೀತೋಷ್ಣ, ವೈಶ್ವಾನರ,
ಸಿಂಹಗರ್ಜನೆ, ಧರ್ಮಪ್ರಚಾರಕ, ಪುಸ್ತಕವಿಮರ್ಶೆ.

GAME 4

Play with Letter Shapes

Aim of the game : Letter recognition

Type of the game : Individual

Requirements :

As illustrated below

This game is for beginners who are already familiar with the letters of Kannada script. The game is based on the resemblance of letters of Kannada script and can be used effectively for reinforcing writing.

There are several letters in Kannada alphabet which are similar in shape and this similarity serves as a criterion for regrouping letters of the alphabet. The groups are as follows :

1. ರ ಠ ಕ ರ್ಕ
2. ಕ ಯ ಹ
3. ಲ ಉ ಊ ಅ ಆ
4. ದ ಧ ಧ
5. ಡ ಢ
6. ಲ ಳ ಴ ಮ ಛ ಞ
7. ಪ ಫ ಷ ಘ
8. ಒ ಬ ಓ ಚ ಜ ಭ ಔ

9. ಗ ನ ಣ

10. ಟ ಡ

11. ಳ ಲ

12. ಇ ಏ ಐ

13. ಖ ಘ.

This game can be used to test whether or not the learners know the subtle differences between letters of similar shapes. For example, the difference between letters ರ, ಳ and ಯ is the difference in some strokes. Viz., ರ ಳ ಯ. Similarly, the difference between ಎ ಏ ಐ is the change in the top curve above the shape ಉ.

To start with, the teacher learner may prepare a chart of letters on the basis of similarity of shapes. The difference in writing methods, i.e, in terms of the number of strokes may also be identified and noted in brackets. For example, to convert ಉ into ಳ three strokes are required (a) - a horizontal line above the basic shape. (b) | a vertical line above the horizontal line and (c) ~ a combination of horizontal and vertical line above the stroke indicated in (b). This is called the 'talekatu' (ತಲೆಕಟ್ಟು) in Kannada. Similarly to convert ಎ into ಏ only one stroke ~ is added in front of ಎ. The similar letters may also be put on small cards and arranged in pairs.

Method of Play

The aim of the game is to elicit from the learner, either orally or in writing, the difference in the letter shapes and the resultant difference in sound values of letters. To achieve this an oral game can also be devised using the black board. It is important that this game be administered individually since the task involved does not warrant group work as such.

Oral game

The following steps may be followed.

- a. Show a pair of letters to the learner for a short duration.
- b. First ask whether there is any difference between the two.
- c. Ask the learner to name the difference between the two. To explain he should use the specific names of strokes, e.g., ತಲೆಕಟ್ಟು, ಇಳಿ, ಗುಣಿಸು, ಗುಣಿಸುದೀರ್ಘ, ಕೊಂಬು, ಕೊಂಬಿನಿಳಿ, ಒಟ್ಟಿಸುಳಿ, ಎತ್ತು, ಎತ್ತು ದೀರ್ಘ, ಐತ್ತು, ಒತ್ತು ದೀರ್ಘ, ಔತ್ತು, ಸುರುಳಿ, ಕೊಂಡಿ, ಗೀಟು, ಹೊಟ್ಟಿಸೀಳು. (If the learners are not aware of these, they can be taught in the script classes, or they should be made familiar with these names after a couple of games.)
- d. Ask the learner as to what sounds these additions stand for.

A score of +5 (+3 for the differences identified and +2 for the correct sound identification) is awarded.

Writing game

The following steps may be followed.

- a. Show a letter to the learner.
- b. Ask which letter it is.
- c. Ask the learner to write the other letter of the pair on the board making the necessary changes, be additions or deletions as the case may be.
- d. Ask the learner to write both letters on the board and pronounce them.

Scoring is 2 point for letter identification, 2 points writing and 1 point for correct pronunciation.

In the above I have mentioned only plain letters. The game may be extended to consonants with vowel combinations and to conjunct letters. As regards conjunct letter it is important to note that there are three types of conjunct letters.

- a. Where the first letter repeats itself as in

ಜ್ಜ, ಟ್ಟ, ಣ್ಣ, ಖ್ಖ, ಬ್ಬ.

- b. Where the second letter is slightly modified as in

ಗ್ಗ, ಕ್ಕ, ದ್ದ, ಜ್ಜ, ಪ್ಪ, ಶ್ಶ, ಸ್ಸ, ಹ್ಹ, ಳ್ಳ.

- c. Where the second letter is entirely different

ಯ್ಯ, ನ್ನ, ರ್ರ, ಲ್ಲ, ತ್ತ, ಮ್ಮ.

In the case of the above, where the same shape repeats itself, where there is a slight change and where there is altogether new shape may be ascertained.

GAME 5

Script Bingo

Aim of the Game : To practise identification of the letters of Kannada Script.

Type of the Game : Group game

Requirements : A big card board of size 3' x 3' and some smaller boards of size 1' x 1'.

Bingo is essentially a group game and helps identification of letters of the Kannada script. The game is suitable for beginners who have some familiarity of the script. The preliminary set up is as follows :

On a big board all the letters of the Kannada alphabet vowels, consonants and gunitakṣaraas (matra combinations of the consonants) are written. This board is the teacher's board/master board and will have 525 letters. All the letters which are put in this board are transferred to small boards called player boards. In doing so, they are not written in a fixed order but randomly and in such a way that no letter occurs more than once in the entire set. It is also essential that the simplicity and complexity of the letters should be equally distributed. The number of player boards required may be decided on the number of learners in a group. For example, if the teachers board has 525 letters, there may be 21 smaller boards with 25 letters each arranged in five horizontal and five vertical columns. A total of 21 learners can participate in the game.

The teachers may note that some of the letters such as ಕೆ, ಕ್ಷ, ಖ್ಯ, ಗ್ಘ, ಗಃ, ಘ್ಘ, ಘೈ etc., are very rarely used or not at all used. Such letters

which are functionally less important may be omitted and they may not be included in player boards.

Method of Play

The learners are given the smaller boards and are asked to be ready with a pencil. The teacher/one of the learners starts calling letter by letter in order from his reference board. Suppose the caller calls 'ಕೆ' the player with the card containing 'ಕೆ' raises his hand and shows the card. He will put a pencil mark in the square if the answer is correct and gets +1 point. If the answer is wrong the caller gives chance to others. Whoever answers correctly is rewarded with a +1 point. The wrong persons are penalised and they get -1. In case nobody answers correctly to the call, the caller may find out the card which contains the letter and the player is penalised for not responding.

After a definite time or after the completion of all the letters the total scores of each individuals are tabulated. The pencil marks (a dot is enough) may be erased after the game and kept ready for the new ones.

It may be noted that the board can be prepared for fewer number of letters. It is possible to grade the material to suit the different stages of language learning. It may also be noted that not all the letters in a Bingo need be called. It is advisable that prior to commencement of the game the number of frames to be called out may be decided and announced taking into account the number of learners and the time available for play.

BINGO BOARD

(80 Letters)

ಅ	ಆ	ಇ	ಈ	ಉ	ಊ	ಎ	ಏ
ಐ	ಒ	ಓ	ಊ	ಕ	ಕೀ	ಕು	ಗೆ
ಗಾ	ಖ	ಘ	ಚ	ಚೇ	ಜ	ಛ	ಜಾ
ಟ	ಠ	ಠ	ಛೇ	ಠಾ	ಡ	ಡಾ	ಣ
ಢ	ತ	ತೇ	ದ	ಢ	ದೀ	ನಾ	ನ
ಢ	ಪಾ	ಪೀ	ಛ	ಪ	ಬ	ಬಾ	ಬೀ
ಬು	ಭ	ಮ	ಮಾ	ಮು	ಯ	ಯೇ	ರ
ರು	ರೇ	ಲ	ಲೀ	ವ	ವಾ	ವೀ	ಶೆ
ಶ	ಶಾ	ಶೀ	ಷ	ಷಾ	ಸಾ	ಸ	ನೇ
ಸೂ	ಹಾ	ಹೀ	ಹೇ	ಹೆ	ಳ	ಳಾ	ಳೀ

MASTER BOARD

PLAYER BOARD—1

ಅ	ಐ	ಗಾ	ಟ
ಢ	ದ	ಬು	ರು
ಶ	ನೂ	ಚಿ	ಒ
ಖ	ಫ	ತ	ಪಾ

PLAYER BOARD—2

ಭ	ರೇ	ಶಾ	ಹಾ
ಇ	ಒ	ಘ	ರ
ತೇ	ಪೀ	ಮ	ಲ
ಶೇ	ರೀ	ಈ	ಅಂ

PLAYER BOARD—3

ಚ	ಚೇ	ದ	ಫ
ಮಾ	ಲೀ	ಪ	ಹೇ
ಉ	ರ	ಚೇ	ಶಾ
ಢ	ವ	ಮು	ವ

PLAYER BOARD—4

ಪಾ	ರ	ಉ	ರೇ
ಜ	ಡ	ದೀ	ಬ
ಯ	ವಾ	ನಾ	ಕ
ಫ	ಡಾ	ನಾ	ಬಾ

PLAYER BOARD—5

ಎ	ಕು	ಗೆ	ಜಾ
ಣ	ನ	ಬೀ	ರ
ಶೆ	ನೇ	ಕೀ	ಯೇ
ವೀ	ನ	ವ	ಕಾ

GAME 6

A Game of Past Tense

Aim of the Game : Practise of past tense formation

Type of the Game : Individual

Requirements : Cards displaying verbs.

The verb stem in Kannada is a non-finite form to which tense markers are added. In addition to these 'simple' verb stems Kannada also has past verb stems which are used in forming the past tense, past participles, conditionals and some other constructions. It is so these past stem that contingent PNG markers and aspectual suffixes are added. However, past verb stems are not regular, though a majority of them are formed by adding the past marker -id- to the verb stem. There exist two major classes of verb (a) Weak verbs (b) Strong verbs. Verbs that take -id- past tense marker are 'weak' verbs and these are generally disyllabic words which end in consonants preceded by a long vowel or are polysyllabic verbs.

nood + id	————	nood + PNG 'saw'
haad + id	————	haadid + PNG 'sang'
karag + id	————	karagid + PNG 'melted'
malag + id	————	malagid + PNG 'slept'

Verbs which take other past markers are strong verbs. The examples are as follows :

Verb stems ending in a nasal consonant tend to add just -d- in the past ; and if the nasal is a retroflex, -d- assimilates and becomes -ḍ-. If the nasal is geminate, one of the nasals is deleted in consonant cluster reduction.

For example :

ann-	and-	'said'
tinn-	tind-	'ate'
kaan-	kaṇḍ-	'saw' (long aa gets shortened)
uṇ-	uṇḍe-	'ate'

bar- and tar-are irregular verbs that take 'd', the final 'r' changing, 'n'.

bar-	band-	'came'
tar-	tand-	'brought'

Other verbs which take 'd' are as follows :

biiḷ-	bidd-	'fell'
gell-	gedd	'won'
bayy-	bayd-	'scolded'
sall-	sand-	'presented'
koll-	kond-	'purchased'

'e' and 'i' ending verbs take either 'd' or 't'

toḷe	toḷed	'washed'
bare-	bared-	'wrote'
hari	harid-	'tore'
kunī	kunīd-	'danced'

Following are some more examples of 't'.

huuḷ-	huut-	'buried'
sool-	soot-	'defeated'
saay-	satt-	'died'
kali	kalit-	'learnt'

kiil-	kitt-	'plucked'
al-	att-	'wept'
nill-	nint-	'stood'
her-	hett-	'gave birth'
hor-	hott-	'carried'

Examples of other past markers are as follows :

— d —	kod-	kott-	'gave'
	biḍ-	biṭṭ-	'left'
	sud-	sutt-	'burnt'
	neḍ-	neṭṭ-	'planted'
	toḍ-	kott-	'wore'
	iḍ-	iṭṭ-	'kept'
	aḍ-	aṭṭ-	'cooked'
— k —	nag-	nakk-	'laughed'
	hog-	hokk-	'entered'
	mig-	mikk-	'remained'
	sig-	sikk-	'met'

It may be noticed that the strong verbs of Kannada behave differently and are quite unpredictable in their past stem formation. From language learning point of view, this area of the Kannada language is a potential source of intralingual errors, both from the point of view of the diversity of past tense markers and the unpredictable occurrence of these markers in verbs.

However, the difficulty could be minimised by familiarising the learners with the past tense formations. This game is designed to achieve this goal.

The teachers / learners can make a list of verbs and put them on a sheet or card one verb in each slip. Paper envelopes or pouches made of polythene sheets are prepared for each of the past tense suffix. The pouches can also be a box with the past tense marker written boldly on the box. With the cards put in a big box each learner may be asked to pick a card, guess the appropriate past marker and after writing the past stem on the black board put the card in the appropriate box. The teacher may correct the erring learners while they write on the black board. Scoring for each attempt may be decided on the basis of the answer written on the board. Each successful attempt fetches the learner +1 score whereas for a wrong answer nil point is awarded.

A little more competitive game could be planned using the same material. For this, multiple sets of cards are required. Two or more groups can use the same set of verb cards and try to sort the verbs on the basis of the past stem formation. The class is divided into 2 or 3 groups. The learners belonging to the groups sit in rows one behind the other. In one box an assorted set of verbs is put. On the table are small boxes for each of the past tense suffix. With the number of cards in the big box being a definite figure say 50, 100, 150, or 200 (for ease of scoring) the first group starts the game. Each learner stands up, comes to the table picks the card from the big box, guesses the past marker for the verb, and puts it in the relevant box. After one round, the teacher may check the wrong polling of the cards and make a note of the number as well as the verbs that have been wrongly polled. Now it is the turn of the other group. This group takes up the whole work again and classifies the verbs, after which the teacher or the learners themselves may work out the scores of the groups. +1 point is awarded for each correct grouping and nil for wrong grouping. After declaring who the winner is, the teacher may point out the errors and give corrections as well.

The teacher can engage the learners in some composite skills as well. The learners may be asked to fill in a blank space meant for a

past tense form in a sentence frame. For this the teacher has to list the verbs and give each verb a sentence frame as in

ಅವರು ಮರದಿಂದ _____.

ನಾವು ರಸ್ತೆಯಲ್ಲಿ _____.

ನೀವು ನಿನ್ನೆ ಏನು _____.

The learners are required to pick one card at a time, fill in the slot a correct past tense form to make it meaningful and write the sentences in their note books. If played individually each learner may be given 10 cards at a time.

The teachers/learners may choose the verbs from the textbook also.

GAME 7

Use the Correct Word

Aim of the game : To practise special sounds

Type of the game : Individuals

Requirements : Cards with sentences involving the "special" sounds of the language.

This game is specifically designed to practise the "special" sound of the Kannada language. The game may also be played as a remedial exercise after the linguistic blindspots or the delusive areas of the phonology of the language have been identified through a contrastive analysis of the two phonological systems, i.e., the Mother tongue and the Target Language. The game may be extended to the other areas of the phonology which are found to be error sensitive.

The game helps the learners to get over their pronunciation difficulties. The minimal and analogous pairs of words which are provided in the game give more scope for drills.

Considerable prior preparation for the game is to be done. Firstly the teachers are required to list the problematic sounds of the Kannada language. This may be done in three ways.

1. By comparing and contrasting the sound structure of the learner's/mother tongue with the target language, i.e., Kannada in a SL learning situation. In a mother tongue learning situation a contrastive analysis of the dialect the learner/learners speak and the standard Kannada is necessary.

2. By listing the special sounds of the Kannada language. For example, x, ə, kh, gh, ch, jh, th, dh, th, dh, ph, bh, n̄, t, d, n, s, and ʃ.

3. By identifying the difficult areas/sounds on the basis of the errors committed by learners. In this case the nature of errors, context, reasons for errors and the frequency of recurrence of errors have to be taken into account.

Secondly, suitable minimal or analogous pairs for phonetically similar sounds have to be listed. For each sound pair at least five pairs of words could be listed. For example :

k – kh	Kaṇa	‘thrashing yard’	khana	‘a silk blouse piece’
	kara	‘hand’	khara	‘name of a demon’
	kuru	‘boil’	khura	‘horse shoe’
	kuuni	‘bent back’	khuuni	‘murder’
n – ṇ	mane	‘house’	maṇe	‘sitting plank’
	hani	‘drop’	haṇi	‘to bow’
	gaana	‘song’	gaṇa	‘the grinding machining’
	tani	‘fresh’	taṇi	‘to entertain’
	donne	‘plantain leaf cup’	doṇṇe	‘stick’
	mana	‘mind’	maṇa	‘mound’
	miina	‘sign of the zodiac’	meeṇa	‘wax’.
a – ā	ānde	‘said’	ande	‘that day’
	ātte	‘wept’	atte	‘mother in law’
	ānta	‘that’	anta	‘end’
	ānke	‘number’	anke	‘control’

mattu 'intoxication' mattu 'and'
 tande 'brought' tande 'father'.

In the next phase sentences have to be framed for the words so listed. For each of the words separate sentences are framed leaving a blank for the word under question. Two words of contrast (minimal or analogous pairs) are given for each sentence. The player has to choose the correct and say the sentence. For example,

1. nanna tande alli eraḍu dina (uliyuttaare, uliyuttaare)
2. avaru hattu soude koṇḍaru (mana, maṇa).

Care is to be taken in framing the question sentence. There should not be any ambiguity in the sentence and there should be possibility for one and only one correct answer. The sentences may be written on small cards. Vocabulary and sentences could also be taken from the textbook itself. This will enable the learners to recapitulate the words and sentences already learned.

Method of Play

The game is well suited for individual play.

1. Each learner is given 10 cards at a time.
2. Five to ten learners can take part at a time.
3. The names of learners are written on the black board and ten numbers are put under their names.
4. Now the learners are asked to read the sentence aloud and complete it with the correct word.
4. A time limit of 10 seconds is allowed for each question.
6. + 1 score is awarded for the correct answer and the scores are put on the board.

7. After a round of 50 or 100 questions the scores are tabulated.

To help score correctly an answer key may be prepared giving sentence number and the correct word,

The game can also be played on a round basis. For this six persons can take part at a time and two learners who secure highest scores go to the next round to compete with other such winners. However, the number of questions, time as well as the number of players could be adjusted to suit the needs.

More items suitable for the game are given below.

1. ಆದಿಮಾನವರು ಆಹಾರಕ್ಕಾಗಿ ಕಾಡಿನಲ್ಲಿ.....
(ಅಳಿಯುತ್ತಿದ್ದರು, ಅಲೆಯುತ್ತಿದ್ದರು)
2. ಇದೇ ನಮ್ಮ ಮನೆಯ..... (ವಿಲಾಸ ವಿಳಾಸ)
3. ಈಗ ರಾಜ್ಯದಲ್ಲಿ ರಾಷ್ಟ್ರಪತಿಯವರ ಜಾರಿ
ಯಲ್ಲಿದೆ. (ಆಡಳಿತ, ಅಡಲಿತ)
4. ಕುಯ್ಯು ಮಾಡಿದ ಮೇಲೆ ಪೈರನ್ನು ಬಡಿಯು
ತ್ತಾರೆ. (ಕಣದಲ್ಲಿ, ಖಣದಲ್ಲಿ)
5. ಬಿಡಿ ಕಾಗದದ ಮೇಲೆ ಇಡಬೇಕು.
(ಬಾರ, ಭಾರ)
6. ಆ.....ಕೇಳಲು ತುಂಬಾ ಇಂಪಾಗಿತ್ತು.
(ಆಡು, ಹಾಡು)
7. ಓಮಾನ್.....ಪ್ರದೇಶದ ಒಂದು ರಾಷ್ಟ್ರ.
(ಖಾರಿ, ಕಾರಿ)
8. ಅವನು.....ಎತ್ತಿನಂತೆ ದುಡಿಯುತ್ತಾನೆ.
(ಗಾಣದ, ಗಾನದ)

9. ಅದು ನನ್ನ ತಂಗಿಯ..... (ಸರ, ಶರ)
10. ನಮ್ಮ.....ಕರ್ನಾಟಕ. (ನಾಡು, ನಾಡು)
11. ಈಗ ಆಕಾಶವಾಣಿಯಲ್ಲಿ.....ಪೇಟೆಧಾರಣೆಗಳನ್ನು ಪ್ರಕಟಿಸುತ್ತಾರೆ. (ಸೇರು, ಶೇರು)
12. ಹಿಂದೆ ಸಾಮಂತರಾಜರು ಚಕ್ರವರ್ತಿಗಳಿಗೆ..... ಕಾಣಿಕೆಗಳನ್ನು ಕೊಡುವ ಪದ್ಧತಿ ಇತ್ತು. (ಕಫ, ಕಪ್ಪು)
13. ನಮ್ಮ ಕಮೀಷನ್.....ನೂರಕ್ಕೆ 15% (ಧರ, ದರ)
14. ಪುಂಡು.....ಹಿಡಿದು ದೊಡ್ಡಿಯಲ್ಲಿ ಹಾಕುತ್ತಾರೆ. (ದನವನ್ನು, ಧನವನ್ನು)
15. ಒಂದು ಚೂಪಾದ ಆಯುಧ. (ಬಲ್ಲೆ, ಭಲ್ಲೆ)
16. ಧರ್ಮಕ್ಕೆ ಹೆದರದವನು..... (ಧರ್ಮಭೀರು, ಧರ್ಮಬೀರು)
17. ಕವರನ್ನು.....ಇನ್ಯೂರ್ ಮಾಡಬಹುದು. (ಸೀಳುಮಾಡಿದರೆ, ಸೀಲುಮಾಡಿದರೆ)
18. ಕೆಲವೊಮ್ಮೆ.....ಎಳೆತದಿಂದ ತಲೆನೋವು ಬರುತ್ತದೆ. (ಸರದ, ನರದ)
19. ಬಹಳ ಕೆಟ್ಟದ್ದು. (ಅಂಧಶ್ರದ್ಧೆ, ಅಂದಶ್ರದ್ಧೆ)
20. ತ್ರಿಗುಣ ಎಂದರೆ.....ಬಗೆಯ ಗುಣ ಎಂದರ್ಥ. (ಮೂರು, ಮಾರು)
21. ಸೂರ್ಯನ.....ಸಮುದ್ರದ ನೀರು ಕಾದು ಆವಿ ಯಾಗುತ್ತದೆ. (ಶಾಖದಿಂದ, ಶಾಕದಿಂದ)
22. ಇದು ಮಹಾರಾಜರು ಬರೆದ..... (ಒಲೆ, ಓಲೆ)

23. ಬಹಳ ಹೊತ್ತು.....ಮತ್ತೆ ಇಲ್ಲಿಗೆ ಬಂದೆ.
(ಕಾದು, ಕಾಡು)
24. ಎಂದರೆ 'ಪ್ರಾಣ' ಎಂದರ್ಥ.
(ಹಸು, ಅಸು)
25. ಅವರು ದಿನಾಲೂ.....ಸೇವಿಸುತ್ತಾರೆ.
(ಮದ್ಯ, ಮಧ್ಯ)
26. ಬಾಳೆಯ..... ದೊನ್ನೆ ಮಾಡುತ್ತಾರೆ.
(ಎಳೆಯಿಂದ, ಎಲೆಯಿಂದ)
27. ಶೀತ ಪ್ರದೇಶದಲ್ಲಿ ನಾಯಿಗಳನ್ನು.....ಹೊರಲು
ಬಳಸುತ್ತಾರೆ. (ಹೇರು, ಖರು)
28. ಬಿದ್ದ ಸಾರು ತಿಂದು ನಾಲ್ವರು ಮೃತಪಟ್ಟರು.
(ಹಳ್ಳಿ, ಹಲ್ಲಿ)
29. ನಮ್ಮ ಊರಿನ ಪಕ್ಕದಲ್ಲೇ.....ಹರಿಯುತ್ತದೆ.
(ನಾಳೆ, ನಾಲೆ)
30. ಈ ಅಧ್ಯಕ್ಷರಿಗೆ ಹಾಕಿ. (ಆಸನ, ಅಶನ)
31. ಇದು ನಿಮ್ಮ....., ನೀವು ಹೊದ್ದುಕೊಳ್ಳಿ.
(ಸಾಲು, ಶಾಲು)
32. ಚಂದ್ರನಿಗೆ ಇನ್ನೊಂದು ಹೆಸರು..... (ಶಶಿ, ಸಸಿ)
33. ಬೆಟ್ಟದ ಮೇಲಿಂದ ಹರಿಯುವ ನೀರಿಗೆ.....ಎನ್ನು
ತ್ತಾರೆ. (ಜರಿ, ಝರಿ)
34. ಕಳೆದ ತಿಂಗಳು ನಡೆಯಬೇಕಾಗಿದ್ದ ಪ್ರಶಸ್ತಿ.....
ಸಮಾರಂಭ ಇಂದು ನಡೆಯಿತು. (ಪ್ರಧಾನ, ಪ್ರದಾನ)
35. ನಾವು ಹೊಸದಾಗಿ ತಂದ ಕನ್ನಡಿ.....
(ಚಿನ್ನವಾಯಿತು. ಭಿನ್ನವಾಯಿತು)

36. ಇದು ಒಳ್ಳೆಯ ಜಾತಿಯ..... (ಥಟ್ಟು, ತಟ್ಟು)
37. ಅನೇಕ ಅಮೂಲ್ಯ ವಸ್ತುಗಳ ಅಗರ.
(ಸರದಿ, ಶರಧಿ)
38. ಎಂದರೆ 'ಗಂಡ' ಎಂದರ್ಥ. (ನಾತ, ನಾಥ)
39. ಆತ ಕತ್ತಿಗೆ.....ಹಾಕಿಕೊಂಡು ಪಾಣಬಿಟ್ಟ.
(ಉರುಲು, ಉರುಳು)
40. ನಿಮ್ಮ.....ಯೋಜನೆಗಳೇನು ? (ಬಾವಿ, ಭಾವಿ)
41. ಈ ಅಂಶವನ್ನು ಸ್ವಲ್ಪ.....ಚರ್ಚಿಸಬೇಕು.
(ವಿಶದವಾಗಿ, ವಿಷಾದವಾಗಿ)
42. ಇದು ಬಸ್ಸುಗಳು ಬಂದು ನಿಲ್ಲುವ.....
(ತಾನ, ತಾಣ)
43. ಅಗಲವಾಗಿದ್ದರೆ ಓಲೆ ಚೆನ್ನಾಗಿ ಕುಳಿತು
ಕೊಳ್ಳುತ್ತೆ. (ಹಾಳೆ, ಹಾಲೆ)
44. ಪುಸ್ತಕವನ್ನು ಕಳಿಸಲು ಆಗುವ ವೆಚ್ಚವನ್ನು ನೀವೇ
..... (ಭರಿಸತಕ್ಕದ್ದು, ಬರಿಸತಕ್ಕದ್ದು)
45. ಎಂದರೆ 'ಕಲ್ಲು' ಎಂಬ ಅರ್ಥವಿದೆ.
(ಪಾಶಾಣ, ಪಾಷಾಣ)
46. ಕರ್ಣ ಸೂರ್ಯನ ಮಗ. ಆದ್ದರಿಂದ ಅವನಿಗೆ.....
ಎಂದು ಹೆಸರು. (ಬಾನುಪುತ್ರ, ಭಾನುಪುತ್ರ)
47. ನಿಲ್ಲುವುದರಿಂದ ನುಗ್ಗಾಟಕ್ಕೆ ಎಡೆಯಿಲ್ಲ,
(ಶರಧಿಯಲ್ಲಿ, ಸರದಿಯಲ್ಲಿ)
48. ವಿಶಾಲವಾದ, ಸಮತಟ್ಟಾದ ಪ್ರದೇಶಕ್ಕೆ
ಬಯಲು ಎಂದು ಕರೆಯುತ್ತಾರೆ. (ಭಟ್ಟು, ಬಟ್ಟು)
49. ಈ ಆಸ್ತಿಗೆ ಅವನೂ ಒಬ್ಬ..... (ಬಾಗಿ, ಭಾಗಿ)
50. ಎಂದರೆ ಹಣೆ ಎಂದರ್ಥ. (ಪಾಲು, ಫಾಲ)

GAME—8

A Game of Alphabetization

Aim of the Game : Alphabetization and teaching the order of the Kannada Alphabets

Type of the Game : Both individual and group

Requirements : Paper slips displaying words

This game is designed to help students learn the order of letters in the Kannada script and can be introduced after all the letters of the Kannada alphabet are mastered, and adequate mastery of a number of words is achieved by the learners. For the sake of convenience the game can be made suitable for two levels (1) after all the letters of the Kannada script is mastered (2) mastery of all the conjunct letters and writing conventions such as the occurrence of secondary symbols like 'ಃ', '಼', 'ೃ' is achieved.

Method of Play

In order to play the game slips with only single letter words double letter words, three letter words, four letter words, etc., may be prepared first. After this slips displaying words with identical conjunct letters, non-identical double conjunct letters, and three conjunct letters may be prepared. Slips displaying words with the secondary symbols 'ಃ', '಼' which appear in the same linear order and also words with 'anuswaara', 'visarga' etc., may be prepared.

Initially the learners may be asked to alphabetize the single letter words, followed by double letter, three letter words. After practising with these slips all the slips may be shuffled and given for alphabetization. Note that no conjunct letter slip is introduced in this stage.

Once the mastery of alphabetization with the non-conjunct letters is achieved, the slips displaying words with two conjunct identical letters may be added to the original bunch followed by slips displaying words of two, three, non-identical conjunct letters successively. Once alphabetization is achieved for these categories as well, the linear order conjunct letters such as 'ಫ', 'ಫಃ', anuswaara and visarga may also given.

As an aid charts depicting Kannada varṇamala and Kannada kaaguṇita (matra combinations for consonants) may be kept in the classroom for reference by the students.

It is advisable that sufficient oral drill for reciting the Kannada varṇamala and kaaguṇita be given before the game is played.

As the dictionaries generally adopt printed style of letters, it is advisable to introduce the game after familiarity with the printed style of Kannada letters is attained. Alternatively the game could be also designed exclusively for handwritten style.

The following may be brought to the notice of the learners.

1. Alphabetization in Kannada is based on the order of reading the letters in a word.
2. While reading the two-consonant clusters, for example, ಕ್ರ, ಪ್ಲ, ನ್ನ etc., the letters that is written first in full form will be read first. Then the secondary symbol for the partially written consonant will be read, followed by the vowel marked to the full letter. Alphabetization is done accordingly.

For example :

ಕ[ಃ] + ರ[ಃ] + ಅ — ಕ್ರ

ಪ[ಃ] + ಲ[ಃ] + ಅ — ಪ್ಲ

ಗ[ಃ] + ನ[ಃ] + ಇ — ನ್ನ

3. In case of two, or three consonant clusters i.e, consonant+consonant+vowel, consonant+consonant+consonant+vowel as in ಕ್ಕ, ಪ್ಪ, ಸ್ತ etc., the first consonant gets the vowel symbol of the group.
4. In case of clusters involving the symbol 'ಃ' for example ಕಃ, ಥಃ, ತಿಃ etc., the secondary symbol for the partially written consonant will be read first followed by the vowel marked to the full letter. The clusters are formed in the following manner.

ರಃ + ಕಃ + ಅ — ಕಃ

ರಃ + ಥಃ + ಅ — ಥಃ

ರಃ + ತಃ + ಇ — ತಿಃ

5. While writing the two-consonant clusters, for example, ಪ್ಲ, ನ್ನ etc., the full letter is written and then the secondary symbol for the other consonant is written.
6. In alphabetizing the anuswaara the following consonant will decide the placement of the anuswaara. Note that the dictionaries generally follow a separate pattern for arrangement of words with anuswaara. In this pattern the anuswaara gets preference over other plain consonants or vowels. For example words of the type ಅಂಗ, ಅಂಚು, ನಂಟು, ಅಂತ, ಕಂಪು, get preference over ಅಗಲ, ಅಚ್ಚು, ನಟ, ಅತ್ತ, ಕಫ. However, if the word is written without the anuswaara as in ಅಣ್ಣ, ಕನ್ನೆ, ಕಿಚ್ಚರ the usual pattern is followed.
7. As regards visarga following consonant will decide as it pronunciation as in case of compounds, ಅಂತಃ ಕರಣ, ಅಂತಃ ಕಲಹ, ಅಂತಃ ಪುರ, ಪ್ರಾತಃ ಸಂಧ್ಯಾ, ತಪಃ ಫಲ, etc., However, it is independent in such words as ಸ್ವತಃ, ಪ್ರಾತಃ.
8. Note also that the 'alpapraana' precedes 'mahapraana'.

This game can be played both as an individual and a group game. The slips prepared like this may be used for testing purposes as well. In order to help self-correction all the slips may be arranged in the right order and sequential numbers be written on the back. Then the slips may be shuffled and given to students for alphabetization. The number on the back of the slip functions as the key for self-correction after alphabetization is done independently by the learners.

GAME 9

Pick the Odd Man

Aim of the Game : To develop recognition of letters and grammatical categories

Type of the Game : Both individual and group

Requirements : Sets of letters and words

This game is suitable for revising letter recognition, and lexical sets as well. The game can be prepared for all the levels of language. For example, for the recognition of phonetically similar sounds such as ಕ-ಖ, ಗ-ಘ, ಚ-ಛ, ಲ-ಳ, ಶ-ಷ etc., and also letters of similar shape as in ದ-ಢ-ಢ, ವ-ಮ-ಪ, ಲ-ಅ-ಆ etc. The game may be prepared for spelling of words, and for giving the semantic notions. At a later stage the principle may be extended to teach similarities and differences between sentence structures. In other words, wherever the items can be grouped on the basis of some character or the other the items may be prepared under sets with each set having an odd man, i.e., an item that does not belong to the set. The sets may be prepared in the following areas.

1. Sets of letters of the script.
2. Sets of letters for spelling of words.
3. Similar shapes.
4. Sets of conjunct consonants.
5. Sets of pairs of letters.
6. Sets of different semantic groups.
7. Sets of similar grammatical categories.
8. Sets of similar sentence structure.
9. Sets of different sentences expressing the same content.
10. Sets of words involving synonyms and antonyms and so on.

The following are some of the model sets.

1. ಕ, ಗ, ಛ, ಖ
2. ಕ, ತ, ಗ, ಛ
3. ಯ, ಲ, ಳ, ಪ
4. ಅ, ಆ, ಟ, ಇ
5. ಅ, ಆ, ಲ, ಗ
6. ವ, ಮಾ, ಲ, ಪ
7. ರ್ಘ, ದ, ಧ, ಥ
8. ರ, ಯ, ಣ, ರ್ಘ
9. ಅ, ಈ, ಉ, ಆ
10. ರ, ಮ, ನ, ಣ
11. ಕದ, ಕರೆ, ಕಾರು, ಕಲೆ.
12. ಸರ, ಸರಿ, ಸಾರು, ಸಲೆ.
13. ಈದು, ಇಳೆ, ಈಟಿ, ಈತ.
14. ಅಲೆ, ಅಳು, ಅಳೆ, ಅಳಿ.
15. ಮಂಚ, ಮಂಗ, ಮಂಜು, ಮಗ.
16. ಹಟ್ಟಿ, ಹಿಟ್ಟು, ಹುಟ್ಟು, ಹಠ.
17. ಪ್ರತಿ, ಪತ್ರ, ಪಾತ್ರ, ಪುತ್ರ.
18. ಸಾಲೆ, ಸಾಲು, ಸೆಳೆ, ಸಾಯಿ.
19. ಕುಡಿಸು, ನೋಡು, ತೋಡಿಸು, ಉಳಿಸು.
20. ನಾಳೆ, ಅಂದು, ಹತ್ತಿರ, ಇಂದು.
21. ಮಾಡಿ, ತಿಂದು, ತಿಂದೆ, ಓಡಿ.
22. ಕೊಡು, ಬಂದೆ, ಹೋಗು, ಗೆಲ್ಲು.
23. ನಿನ್ನೆ, ಮೇಲೆ, ಕೆಳಗೆ, ಪಕ್ಕ.
24. ಅಕ್ಕ, ತಂಗಿ, ತಂದೆ, ತಾಯಿ.

25. ನಾಲ್ಕು, ಮೂರು, ಅಧರ, ಎಂಟು.
26. ಮೆತ್ತಗೆ, ಜೋರಾಗಿ, ಸಂಜೆ, ನಿಧಾನವಾಗಿ.
27. ಊರಿನಲ್ಲಿ, ಮನೆಯಲ್ಲಿ, ಹಳ್ಳಿಗೆ, ರೂಮಿನಲ್ಲಿ.
28. ಪಾಶ, ನಾಶ, ವಿಷ, ಸಂಶಯ.
29. ಬಂಧನ, ವಂದನೆ, ಸ್ಪಂದನ, ಮಂದೆ.
30. ನಾನು, ಅವನು, ಅವಳೂ, ಅವು.

Method of Play

The game described above may be introduced at different stages of language learning, and may be tailored to suit the particular teaching item to be covered or just been covered in the class.

The learners are given the cards containing the sets of letters or words. The sets of letters or words are written in such a way that the 'odd man' occurs at random. The learners are asked to take the cards one by one and identify the odd man. The identification can be done in two stages.

In the first stage the card with the set is shown to the entire group, and one of the members is required to give the answer. In the next stage each of the members of the group take out card by card and try to find the odd man. The scores are noted either on the black board or on a separate scoring sheet. When all the cards are shown in this fashion, the scores are tabulated for each individual. For this the number of cards may be fixed taking into account both the number of learners and the time available.

If the game is played for learning a particular language item, the sets may be prepared accordingly and each player is administered the same material in different sets. If the game is played for revising a

a few items already taught, the sets may be of assorted type which involves recapitulation of earlier lessons also. In slightly advanced stages the learners are required not only to identify the odd man but also to give the reason for considering a particular item odd. In such cases, scoring will depend on the correctness of the reason not on mere choosing of a particular item. However, this stage is more applicable to the mothertongue situation and to the advanced second language learning.

GAME 10

Fun with Bits of Letters

Aim of the Game : To develop letter recognition ability

Type of the Game : Individual

Requirements : Kannada letter bits

The Kannada alphabet may be arranged into ten groups on the basis of similarity of shapes. The groups are as follows :

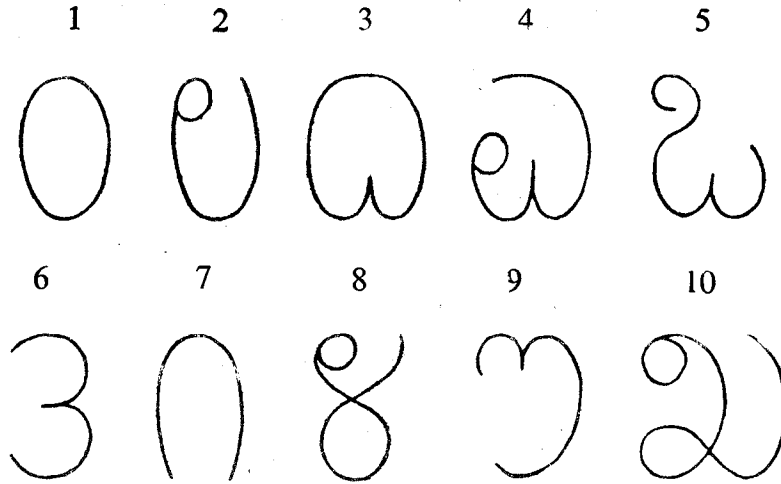
1. ಂ ರ ಠ ಕ ಈ ಝ ಯ
2. ಲ ಉ ಊ ಅ ಆ
3. ದ ಧ ಥ ಡ ಢ
4. ಎ ಏ ವ ಮ ಛ ಪ ಫ ಐ ಷ ಘ
5. ಒ ಬ ಓ ಜ ಙ ಭ ಚ ಔ
6. ಟ ತ
7. ಗ ನ ಸ
8. ಳ ಶ ಹ
9. ಇ ಞ ಣ
10. ಖ ಯ

Recognizing the letter both in isolation and amidst letter groups is an important ability which must be given priority in the early stages. The games of recognition and recapitulation of letter shapes provide reinforcement and facilitate easy recollection in reading and writing.

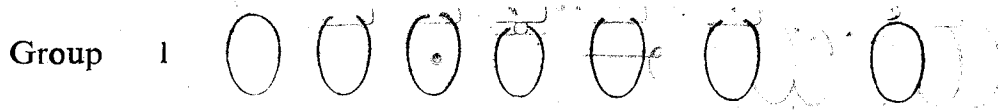
Two games could be designed based on the similarity of shapes.

Game No. 1

In the above chart one may notice that for each of the ten groups there is a basic shape. They are as follows :



Letters are formed by adding one or more components to the basic shapes, as may be seen from the examples below.



Group 3

ದ ಥ ಥ ಡ ಥ

Group 4

ವಿವಿವಿವಿವಿ

ವಿವಿವಿವಿವಿ

Group 5

ಜಿಜಿಜಿಜಿ

ಜಿಜಿಜಿಜಿ

Group 6

ಕೆ ಕೆ

Group 7

ಗನನನ

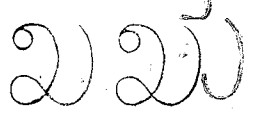
Group 8

ಝ ಝ ಝ

Group 9



Group 10



The following preliminary preparations may be made for the game.

- 1) The basic letter of each group is written boldly on four or five thick cards separately.
- 2) The additive components are cut and separated.
- 3) All the segments of a group are put in a single envelope and the number of segments indicated on the envelope.
- 4) The basic shapes and the additive components can be painted using different colours.

Method of Play

- 1) The learners are given one envelope at a time.
- 2) If the class is divided into groups each group could be given a set. The groups could be formed depending upon the number of letters they are required to complete.
- 3) A definite time is given for the learners and they are asked to form the letters by arranging the segments in proper order.
- 4) Scoring is based on the number of letters formed correctly. A score of +2 may be awarded for each letter.

Game No. 2

Like the previous game this game is also suited for beginners who are already familiar with the alphabets. Whereas the basic principle of the game is same as the previous one the separation is done in a different way. The following steps may be followed.

- 1) The letters of a single group are written boldly on a thick card.
- 2) The letters are broken in such a way that no two shapes are identical in the bunch. (See illustration).
- 3) The segments are numbered (indicated in different colour) randomly so that the learner may not get any clue regarding the letter shapes.
- 4) The segments pertaining to a group are put in an envelope.

Method of Play

- 1) The learners are given one set at a time.
 - 2) They are asked to form a definite number of letters putting the bits in appropriate order.
 - 3) A definite time may be allowed depending upon the quantum of work, i.e., in terms of the number of letters.
 - 4) As the groups 6, 7, 8, 9 and 10 contain relatively less number of letters two or three groups may be given one after another.
 - 5) Groups 4 and 5 which have more number of letters could be divided into smaller groups.
 - 6) The class can also be divided into smaller groups of 2 or 3 learners and the work is assigned to groups.
- 2 points are given for the correctly formed letters.

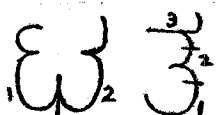
(20 Segments)

(12 Segments)

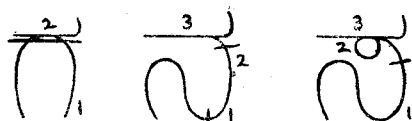
(11 Segments)

(31 Segments)

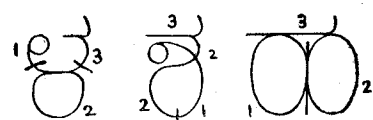
(26 Segments)

Group 6 

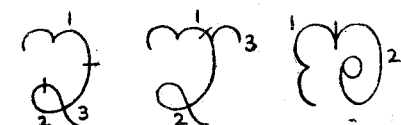
(5 Segments)

Group 7 

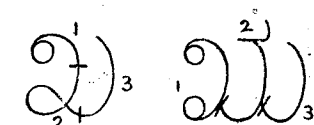
(8 Segments)

Group 8 

(9 Segments)

Group 9 

(8 Segments)

Group 10 

(6 Segments)

GAME 11

Puzzle Dip

Aim of the game : To develop word building ability and recall of vocabulary items taught

Type of the game: Individual

Requirements : Attractive patterns with boxes for letters

See the following frame.

1	ಅ	ರ	ಸ	ಅ
2				ಆ
3	ಇ	ಲಿ		ಇ
4				ಉ
5				ಊ
6	ಎ	ಳಿ		ಎ
7				ಏ
8				ಓ

The frame consists of several boxes in each line. At the end on the right of each line one Kannada letter is given. The learner is required to write a word beginning with the letter given, for example, line 3 has two boxes and the letter given is ಇ. The learner has to recall a

two letter word beginning with the letter ခ, for instance, ခဏ, ခဏ, ခဏ, etc. Words with conjunct letters may also be formed. For ex. ခဏ္ဍ/ခဏ္ဍ etc. But the conjunct letters are written in one box. Several other attractive patterns may also be given.

In another version of the same game descriptions of the objects specified by the words to be derived are given. The learner is required to read the description, recall the appropriate word and write the same in the boxes. The teacher may note that this game offers much scope to revise the vocabulary items taught. Hence the descriptions may pertain to the vocabulary items already covered in the class, or the items that have appeared in the text book.

GAME 12

Pick a Letter, Say a Word

Aim of the game : Recapitulation of vocabulary

Type of the game: Individual

Requirements : A wooden board of size 1' × 1' and one half of the tamarind seed

This game helps to build words out of a given set of letters and while doing so to recall the vocabulary they have already learnt.

Taking into account the words which the learners have already learnt some letters potential enough to form words may be listed. The letters are put in 1'' × 1'' squares drawn on a wooden board. This can be done in two ways.

- (a) The letters of the script—vowels ಅ, ಇ, ಉ, ಎ or consonants ಕ, ಙ, ಗ, ತ, ಟ (with inherent 'a' vowel) can be put directly. The following are some examples.

ಅ	ಎ	ಈ
ಒ	ಇ	ಉ
ಆ	ಊ	ಋ

ಗ	ದ	ಜ	ವ
ಚ	ನ	ಕ	ಟ
ಮ	ಪ	ಲ	ಯ
ಶ	ರ	ತ	ಡ

- b) The letters with the vowel combinations for example ಕೇ, ಕು, ತು, ಮಾ, ನಾ, ಪೇ ತೇ etc., may be put in the squares.

ಕು	ನೀ	ಕಾ	ಮೇ
ಹಾ	ಮಾ	ಗೆ	ಪು
ಸಾ	ತೀ	ಪೆ	ಗು
ಕೂ	ಸೂ	ಶಾ	ವೇ

The number of squares in the board could be reduced or increased depending upon (a) the level of attainment of the learners (b) specific spelling errors to be corrected.

The tamarind seed is broken into two vertically. The broken portion has one flat surface and one bulged surface. This bit is kept on the board with the flat surface facing the board. (Instead a small plastic/wooden disc of 1 inch diameter may be used.) The seed is placed at the bottom of the arrow. Two to four players can play the game at a time.

Method of Play :

1. The first turn is decided by tossing a coin.
2. The first player pushes the seed towards the letter square with an optimum force so that the seed lands in one of the squares. If the seed lands on the line instead of a square the player has another chance to push the seed.
3. The player has to form a word beginning with the letter in the square in which the seed lands.

4. The word so formed should be a meaningful one and proper nouns, plural markers, verbal suffixes are not allowed. Only infinitive forms of verbs like maḍisu, tiddu, tinnu, toorisu, aḍisu may be formed. Thus the dictionary form is treated as the standard one. Compound formation—the ones with hyphen are not allowed. However, construction of the type etc., ಅಂತಿ ಅಂತ are considered single words and are scorable.
5. While giving scores weightage is given to the length of the word formed. One point for each of the letters of the coined word is awarded. For example, if a player makes a word beginning with say ಚೀ as ಚೀತನ he gets 3 points. If he makes a word ಚೀತೋಹಾರಿ he gets 4 points.
6. Anuswaara is considered part of the preceding letter and the entire unit fetches 1 point, Similarly, conjunct consonants become part of the main letter. In the case of visarga the whole unit ತಃ, ದಃ in such words as ಅಂತಃಪುರ, ದುಃಖ etc., is treated as a single unit for scoring purposes.
7. The vowel symbols added to the consonants form part of the consonants and so also the symbol of length—diirgha. Accordingly ಕೇ, ದಾ, ಬೇ, ಹೋ etc., are deemed single units.
8. Another game along similar line can be designed exclusively for practising consonant clusters. This is a good spelling exercise as well. Instead of vowels, consonants with vowel symbols, the board consists of only consonant clusters such as ಕ್ರ, ಕ್ಷ, ಶ್ವ, ಸ್ತ, ಸ್ಮ, ತ್ಯ, ದ್ವ, ಸ್ನ, ಸ್ಥ, ಮ್ನ, ಕ್ಲ etc. Among these some occur in all three positions initial, medial, and final as in ಸ್ತನ "breast", ವಿಸ್ತಾರ 'detail', ಅಸ್ತ 'drown', and some others only medially and finally as in ಷ್ವ, ಶ್ವ, ಯ್ವ, ಪ್ವ, ದ್ವ, ಲ್ವ, ತ್ವ, ಕ್ವ. The board for this game is as follows :

ಪು	ಯ್ಯ	ಫಲ	ಪ್ಪ	ಅ	ಫಲ	ಫಲ
ಪ	ರ	ಪು	ರ	ಫಲ	ಫಲ	ಫಲ
ಪು	ರ	ಪು	ರ	ಫಲ	ಫಲ	ಫಲ
ಯ	ರ	ಫಲ	ರ	ಫಲ	ಫಲ	ಫಲ
ಅ	ರ	ಪು	ರ	ಫಲ	ಫಲ	ಫಲ
ಗ	ರ	ಪು	ರ	ಫಲ	ಫಲ	ಫಲ
ಪು	ರ	ಪು	ರ	ಫಲ	ಫಲ	ಫಲ

This game has the following rules in addition to the ones described above.

- 1) The player can form a word using the cluster in any position —initial, medial, or final. When a word beginning with the cluster is formed, the cluster has double score i.e., 2 points are awarded instead of one. Hence words like ಪುಪ್ಪ, ಪುಪ್ಪು, ಪುಪ್ಪುಣ್ಣ fetch 4 points, and words like ಅಪ್ಪ, ಪಪ್ಪ, ನಪ್ಪ fetch only 2 points.

- 2) Any vowel symbol may be added to the clusters and words may be formed. For example, for ಕ್ಕ words of the type ಕ್ರಾಂತಿ, ಕ್ರಮ, ಕ್ರೀಡೆ, ಕ್ರೋಧೀಕರಿಸು may be formed.
- 3) Additional weightage of + 1 points may be given for words made out of a combination of c + ai, c + au as in ತ್ರೈಲೋಕ, ಸ್ಥೈರ್ಯ, ಉಚ್ಛ್ರೇಷ್ಠವಸ್ತು as these are less frequent in the Kannada. The scoring is as follows :

ತ್ರೈಲೋಕ	2 + 1 + 1	=	4
ಸ್ಥೈರ್ಯ	2 + 1 + 1	=	4
ಉಚ್ಛ್ರೇಷ್ಠವಸ್ತು	1 + 2 + 1 + 1 + 1	=	6

As in the previous case, this game can be adjusted to smaller number of sequences limiting the number of letters.

GAME 13

Play for Pleasure

Aim of the game : (a) *Recapitulation of vocabulary*
(b) *Enrichment of vocabulary*

Type of the game : *Individual or group*

Requirments : *Word cards*

This game enables the learners to recall the vocabulary items they have already learnt and to acquire new vocabulary items. As the game is essentially a thinking game more time has to be given for learners.

The task involved in this game is to form more words from a given word by changing only one letter at a time. The game can be played after learning some vocabulary items. In forming new words the learners have to recall the words they know.

The game provides plenty of opportunities for the teacher to revise the vocabulary taught in the class or words used in the text book. Teachers may prepare cards of the following type. Each card may contain six words the first one being the model.

ಅರ, ಮರ, ವಾರ, ಕಾರ, ಕಾಲ, ಆಲ,
ಬೆರೆ, ಬೆಳೆ, ಮೆಳೆ, ಕಳೆ, ಮೆಳೆ, ಮೆರೆ,
ಕರುಳು, ಉರುಳು, ಕುರುಳು, ಕುರುಡು, ಕುರುಡ, ಕುರುಬ,
ಅದುರು, ಎದುರು, ಉದುರು, ಕುರುಡು, ಕುದುರೆ, ಕುರುಬೆ,

ಬೆರೆ, ಬೆಳೆ, ಮಳೆ, ಕಳೆ, ಮೆಳೆ, ಮೆಳೆ,
 ನೆಲೆ, ಸಲೆ, ಮಲೆ, ಮರೆ, ಸೆರೆ, ಸೆಳೆ,
 ಕೋತಿ, ಕೋಲು, ಸೋಲು, ನೂಲು, ಹಾಲು, ಹಾರು,
 ಹಾವು, ನೋವು, ನೋಡು, ಕೋಡು, ಮಾಡು, ಕಾಡು,
 ಮಡಕೆ, ಮಡಿಕೆ, ಕುಡಿಕೆ, ತಡಿಕೆ, ತಳಿಕೆ, ತಳಿರು,
 ಅರಳು, ಮರಳು, ಕೊರಳು, ಕೊರಡು, ಕೊರವ, ನೀರವ,
 ಗಾಯನ, ಗಾಯಕ, ನಾಯಕ, ನಾವಿಕ, ನಾಸಿಕ, ರಸಿಕ,
 ಅಳಲು, ಅಳಿಲು, ಅಸಲು, ಮಾಸಲು, ಮೀಸಲು, ಹೊಸಲು.

Method of Play :

1. Divide the class into groups of three to five learners
2. Take out one card at a time.
3. Write the first word on the black board.
4. Ask each group/learner to change one letter at a time and write as many different words as possible within say 5 minutes.
5. The group should also tell the meaning of each word thus derived.
6. 2 points are awarded for every correct answer 1 point for forming a new word and 1 point for the meaning.
7. If any group fails to form the word the group does not get any point.

GAME 14

Mind Benders

Aim of the Game : Word building and recalling of words already learnt

Type of the Game : Individual or group

Requirements : Cards displaying letters

This game is designed to enable learners to recall the words they have already learnt.

As a prelude to the game the teacher may list some words involving a single letter of the type given below.

ಕು	ತ್ತು	ಸು
ಕುರು	ಎತ್ತು	ಸುರಿ
ಕುರುಕು	ಸುತ್ತು	ಸುರೆ
ಕುರುಹು	ಕುತ್ತು	ಸುಳಿ
ಕುಸುರು	ತುತ್ತು	ಸುಖ
ಸರಕು	ತಾಕತ್ತು	ಸುಖಿ
ಹರಕು	ಸತ್ತು	ಸುಲಿ
ತದಕು	ಹತ್ತು	ಸುತ್ತು
ತುರುಕು	ಮುತ್ತು	ಸುಸ್ತು
ನಸುಕು	ದತ್ತು	ಸುಂಕ
ಕೆಣಕು	ಆಪತ್ತು	ಸುಸಮಯ

Separate cards for each of the letters may be prepared. Vocabulary used in the text book and names of familiar objects, trees, animals, etc. may also be taken into account. The game of recalling can be graded as follows :

- i) Initial occurrence of a particular letter
- ii) Medial occurrence as single letter
- iii) Medial occurrence with another consonant
- iv) Specific conjunct letters
- v) Three consonant clusters such as ಪ್ಪ, ಕ್ಕ, ಸ್ಸ etc.

Additional variable may also be suggested in the form of meaning groups. With this the learners are required to recall.

- i) Words in a single topic/head
- ii) Words belonging to two topics/heads
- iii) Words of multiple topics/heads

Method of Play

1. The learners are given the letter cards one each
2. They are required to write down (or say aloud if played as an oral game) as many words as they can involving the particular letter shown in the card
3. The words they make should be real words and in dictionary from, that is, they should be independent words.
4. Compound words are allowed. Any type of inflections or derivatives are not allowed.
5. The learners are free to add any number of letters before and after the given letter
6. A definite time limit of say 10 mts or 20 mts is given for learners.
7. The scores are tabulated.

Scoring :

Scoring is based on the length of the word. For a single letter words as in ತಾ, ಬಾ the learner gets 1 point, for two letter word such as ಕುರು, ಸುರಿ, the learner gets 2 points, and for a three letter word of the type ಕದನ, ಸದನ, ವ್ಯಸನ three points and so on. Whoever gets the highest number of points is the winner. In case of spelling errors the player losses the word score for a wrongly written word. The teacher may correct the words either in the note books of the learners or on the black board.

It is also possible to give the same letter to individual learners or the same letter to groups of learners in which case the contest will be keen.

After sometime groups of letters may be identified, such as ದನ, ಕಾರ, ಹಾರ, ದಾನ, which are very potential combinations of letters and by which many words could be made. The learners may be asked to build words by adding letters to the given group.

After the game is over the teacher may make use of the occasion to give more words involving the letter/letters from his list of words and ask the learners to know the meanings of words. This would enrich the vocabulary of the children.

GAME 15

The Plural Game

Aim of the Game : To practice plural formation in Kannada

Type of the Game : Both individual and group

Requirements : Display board and cards displaying singular and plural nouns

This game is intended to practice the derivation of plurals for various nouns. This game is also intended to enable the learners to identify the number of nouns when plural nouns are presented.

In Kannada plural of singular nouns are formed by adding suffixes. In some cases without the addition of a number marker the nouns indicate plural number. For example jana. 'People' such words are treated as mass nouns.

Plural suffixes are as follows :

— gaḷu,	manegaḷu, maragaḷu, kiṭakigaḷu
— ru	mudukaru, huḍugaru, hengasaru
— andiru	aṇṇandiru, akkandiru, taayandiru

The teachers learners may note that the pluraliser — gaḷu is attached to non-personal nouns though there are a few exceptions, as in doregaḷu, mantrigaḷu, etc. where in — gaḷu is honorific. The pluraliser — ru is attached to personal nouns including some kinship terms, and the suffix — andiru to only kinship terms though there are a few exceptions. Also note that some nouns such as akki, hullu, niiru, etc., which are mass nouns do not generally take plural markers.

As a preliminary requirement the teachers may prepare a board giving the plural suffixes under different groups as given below.

— gaḷu

— ru

— andiru

Prepare a set of 100 nouns in singular. This set consists of nouns belonging to the four groups — gaḷu, — ru, — andiru and nouns which do not take plural marker.

Method of Play

The learners are divided into two groups. Each group is given a card at random.

Members of group 1 call out a noun and members of group 2 choose the appropriate suffix from among the markers displayed on the board and either pronounce or write out the complete word with the plural suffix or without it in case no suffixation is required. The game becomes interesting only with the proper blend of words which would take affixes. The group which gets a higher score is the winner.

The game may also be extended to cover the grammatical concord between the subject and the verb. For this extended game, a few empty frames of the following type may be prepared.

(bekku)	aaṭa	aaḍutte.
— — — —		— — — —
1		2

(aṇṇa)	niiru	kuḍiitaane.
— — — —		— — — —

(karu)	nimma	manege	nugggitu.
— — — —			— — — —

About 100 nouns both singular and plural are put on separate cards and shuffled thoroughly. The model frame is written on the board. The learners are required to pick card by card and put the singular or plural noun in slot No. 1, the noun slot and complete the

sentence by filling the correct form of the verb in slot No. 2, the verb slot. The game is repeated when the teacher provides the singular or Plural form of the verb and in this case the learners are required to fill in the slot the appropriate singular or plural noun.

GAME 16

Crossword Puzzle

Aim of the game : To develop reading skill and word building

Type of the game: Individual

Requirements : Crossword squares

Crossword puzzle is a game for mental exercise. It takes a lot of time to complete a crossword puzzle fully and successfully. If efficiently organized it can be a good classroom exercise as well. Also at a later stage the students can be asked to device the crossword puzzles themselves.

Crossword puzzles have to be designed carefully to suit the various levels of language achievement. The games could be designed at least in two ways.

- a. without clues
- b. with clues

Crossword Puzzles without Clues

This exercise involves less thinking and is ideal for beginners. In this game there will be letters in all the squares and the learner has only to list meaningful words of the language, reading the words across, down and diagonally. The game can be graded with a crossword game of 4 to 6 squares as the starting point. Further this can be extended to cover familiar sports, eatables, birds, animals, stationery articles, names of rivers, mountains, countries, gods and also districts and some authors as well. A model is given below.

ದಾ	ರ	ಹಾ	ಕು
ಉ	ನ	ಸು	ರಿ
ಸಿ	ರಿ	ಉ	ತು
ಹಿ	ಮ	ನ	ರೆ

Method of Play

1. This game can be played as a competitive game by pairs of individuals as also by single individuals.
2. It can also be played by groups of learners with team effort each group working it out separately. In this case the game may be administered as follows.
 - a. The teacher reads out 1 across, the group of learners work it out among themselves. Then he reads 2 cross, 3 across, 1 down, 2 down, etc.
 - b. The teacher may divide the class into two and ask the answer for what he has read. Here if the person of the team pointed out by the teacher gives the correct answer the team gets 3 points. If the group fails to answer chance is given to the other groups. If no one can do it, the clue is thrown open to the team.
 - c. The scoring may be given in another way also. A two letter word gets 2 points, a three letter word gets 3 points etc.

The teacher, learner may note the following.

1. The crossword puzzles of the type given under A may be first introduced.
2. For this purpose the teacher may select words from the current lesson and from the lesson previously taught. No new word should be introduced.
3. For very young children some visuals may be given as clues aiding them to recognize the words representing the objects shown in visuals.
4. A judicious use of words with aspirate consonants (mahaa-praana) could be used to teach spelling and letter recognition.
5. Similarly for different maatra combination of consonants the crossword puzzle could be manipulated to suit the teaching item focussed.
6. Words may be chosen in such a way that one word or part of it in the level of spelling is seen as part of another word.

ಸರ — ಸರಕು

ರಸ — ಅರಸ

ಮಾರು — ಸುಮಾರು

7. The teachers may use mainly the nouns both simple and compound.
8. Also each conjunct letter should be given in the same single box.
9. Consonants and vowels with anuswaaras can also be given in a single box. As

ಕಂ

These may be given special attention since anuswaara changes its phonetic quality depending upon the following consonant.

10. Meaningless utterances and interjections should be avoided.
11. Movement in different directions – left to right, top to bottom and diagonal from left corner to right corner is to be exploited.
12. Puzzle may be prepared for different semantic categories.

Crossword Puzzles with Clues

This game consists of graded crossword puzzle exercises. The grading is based on the number of squares used and the familiarity of expressions used in the clues. The simplest of the crossword exercises starts with four squares each horizontally and vertically making a total of 16 squares.

The learners may be asked to fill in suitable words 'across' and 'down' taking the clues from the utterances given. The grading may be based on the nature of utterances used starting with simple, straight-forward utterances and ending with poetic expressions the solution to which requires some deep thinking. As in the case of 'crossword puzzles without clues' this can also be played as an individual game or as a group game, and the system of scoring already suggested may be adopted.

As regards 'crossword puzzles with clues' the following may be noted.

1. Words of the current lesson or the words already taught should be used.
2. No new word should be introduced.
3. Those words whose features can be described in short sentences may be chosen. Such features may be either the physical appearance or the use to which the object is put, and any other peculiarities, identifying characteristics.

4. Synonyms and antonyms can be exploited.
5. Poetic expressions from the texts may be exploited.
6. Proverbs and idioms which are familiar to the learners through their text may be given importance.
7. The clues should be in a sentence form that could be understood easily by the learners.

GAME 17

Stepping Stones

Aim of the game : Revision of parts of speech/reading

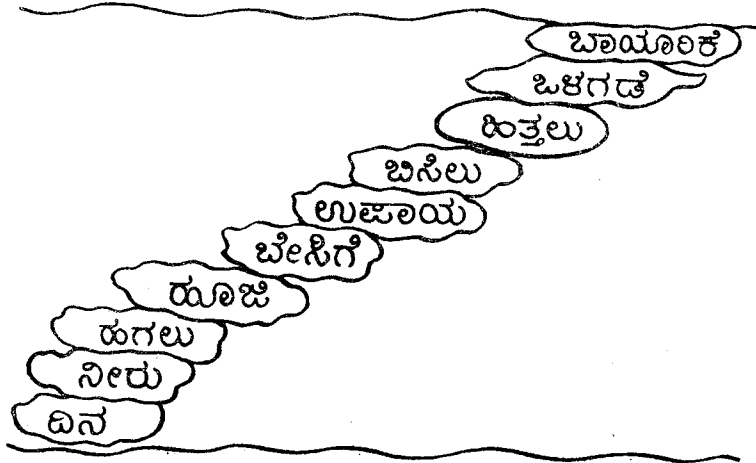
Type of the game: Individual

Requirements : Picture of a river, word cards

This game is essentially a reading game but could be tailored as a review lesson for parts of speech as well.

As a mere reading game it is suited to young learners who have begun reading. The game does not require any preparation on the part of the teacher and could be played off hand.

A river is drawn on the board and the task is to cross it by stepping stones. If the game is played individually 1 picture and about 10 words at a time are enough. If played as a group game two or more boards commensurate with the number of learner groups are necessary. The picture is shown below.



For each stone a word is to be spelt and read. The order is always from bottom to top. If it is read correctly 1 point is awarded and the player can proceed to the next step. In a group game two or more drawings are drawn and each group gets its turn for reading the words. One member (without repetition) from each group reads at a time. If the words are spelt and read fully and correctly the learner or the group is said to have crossed the river successfully. The game can be made more interesting by drawing the picture of a river full of crocodiles or other dangerous creatures, ready to eat if the pupils do not step properly and are in danger of falling into the river, if they do not read correctly.

As a spelling exercise, extra emphasis may be laid on spelling the word, in which the pupils have to spell out the names of the vowel consonant allographs. For example, the words written in the picture above could be spelt and follows :

1. ದ ಗುಣಿಸು ದಿ, ನ ತಲೆಕಟ್ಟು ನ — ದಿನ
2. ನ ಗುಣಿಸು ದೀರ್ಘ ನೀ, ರ ಕೊಂಬು ರು — ನೀರು
3. ಹ ಕೊಂಬು ಇಳಿ ಹೂ, ಜ ಗುಣಿಸು ಜಿ — ಹೂಜಿ
4. ಹ ತಲೆಕಟ್ಟು ಹ, ಗ ತಲೆಕಟ್ಟು ಗ, ಲ ಕೊಂಬು ಲು — ಹಗಲು
5. ಬ ಕೈ ಏತ್ತು, ದೀರ್ಘ ಬೇ, ಸ ಗುಣಿಸು ಸಿ, ಗ ಕೈ ಏತ್ತು ಗೆ — ಬೇಸಿಗೆ
6. ಉ, ಪಕ್ಕ ಇಳಿ ಪಾ, ಯ ತಲೆಕಟ್ಟು ಯ — ಉಪಾಯ
7. ಬ ಗುಣಿಸು ಬಿ, ಸ ಗುಣಿಸು ಸಿ, ಲ ಕೊಂಬು ಲು — ಬಿಸಿಲು
8. ಹ ಗುಣಿಸು ಹಿ ತ ಕೈ ವತ್ತು ತ್ತ, ಲ ಕೊಂಬು ಲು — ಹಿತ್ತಲು
9. ಒ, ಳ ತಲೆಕಟ್ಟು ಳ, ಗ ತಲೆಕಟ್ಟು ಗ, ಡ ಕೈ ಏತ್ತು ಡೆ — ಒಳಗಡೆ
10. ಬ ಕೈ ಇಳಿ ಬಾ, ಯ ಕೈ ಇಳಿ ಯಾ, ರ ಗುಣಿಸು ರಿ, ಕ ಕೈ ಏತ್ತು ಕೆ — ಬಾಯಾರಿಕೆ

For spelling exercises the vocabulary items could be graded (see game Word Lotto) on the basis of complexity. In very early stages the single letters with vowel combinations such as ಕೊ, ತಾ, ರೂ, ಪು, ಮಾ, ಲೇ, ಹಾ, ಯಾ etc., could be written and the pupils are asked to spell them. This would help letter recognition which is the basis for the reading art.

It is possible to have a permanent picture drawn and the stepping stones may be left blank. At the time of play the teacher can write the words by means of a pencil and erase the same after play.

Instead of words written on stones, the spaces may be left blank and the pupils may be asked to write on the stone the word pronounced by the teacher. However, these words should be familiar words and already introduced in the class. If the pupil writes the word correctly he is regarded to have advanced one step further. If he writes wrongly his play is halted momentarily. The number of words could be adjusted taking into account the number of pupils and the time available. If played in this way this is another form of dictation exercise.

For intermediate learners, the game could be transformed into a parts of speech game. Different learners/groups may be asked to fill in the slot words of different grammatical categories. Thus, they may be asked to form a bridge by putting stones of identical size (i.e., word class). If the pupils are able to put in the slots correct words they are supposed to have built the bridge securely and correctly. If they err, they are supposed to have built a defective bridge. Some examples are shown below.

1. Nouns : ಮನೆ, ತಾಯಿ, ನೀರು, ಹಸು, ಶಾಲೆ, ತಮ್ಮ, ಹಾವು, ಮೇಜು ಇತ್ಯಾದಿ.
2. Pronouns : ನೀನು, ನಾವು, ಅವರು, ಅವನು, ಅದು, ಅವಳು ಇತ್ಯಾದಿ.
3. Verbs — transitive : ತಿನ್ನು, ಕುಡಿ, ಕೊಡು, ಹಾಕು, ಹೊಡಿ, ತಿರುಗಿಸು, ಓದು ಇತ್ಯಾದಿ.
4. Verbs — intransitive : ಮಲಗು, ಬರು, ನಡೆ, ಆಕಳಿಸು, ಇರು, ಎದವು, ಏಳು, ಇತ್ಯಾದಿ.

5. **Adjectives — true :** ಸಣ್ಣ, ಹೊಸ, ಹಳೆಯ, ಬಿಸಿ, ಹಿರಿಯ, ಒಳ್ಳೆಯ, ಚಿಕ್ಕ ಇತ್ಯಾದಿ.
6. **Adverbs — time :** ನಿನ್ನೆ, ನಾಳೆ, ಮೊನ್ನೆ, ಸಂಜೆ, ಮುಂಜಾನೆ, ಬೆಳಿಗ್ಗೆ, ಹಗಲು, ರಾತ್ರಿ, ಮಧ್ಯಾಹ್ನ ಇತ್ಯಾದಿ.
7. **Adverbs — direction :** ಅಲ್ಲಿ, ಎದುರಿಗೆ, ಒಳಗೆ, ಕೆಳಗೆ, ಮೇಲೆ, ನೇರ, ಇಲ್ಲಿ, ಪಕ್ಕ, ಹತ್ತಿರ, ಬದಿ ಇತ್ಯಾದಿ.

The pupils may also be asked to fill words from different semantic classes. (See game Not at Home).

In a modified form the game can be made suitable to practice word order. A long sentence could be broken and the constituents written one on each stones jumbled. The learners are required to arrange it properly, form a bridge/so that they can cross the stream. If a wrong word is written or arranged it means that the learner/group has missed one stepping stone and is likely to be drowned. One example is given below.

ಈಗ ಕಿತ್ತೂರಿನಲ್ಲಿ ಚಿನ್ನಮ್ಮನ ಹೆಸರಿನಲ್ಲಿ ಮಹಿಳೆಯರ ಸೈನಿಕ ತರಬೇತಿ ಶಾಲೆ ಇದೆ.
ಶಾಲೆ ಈಗ ಸೈನಿಕ ಹೆಸರಿನಲ್ಲಿ ಚಿನ್ನಮ್ಮನ ತರಬೇತಿ ಇದೆ ಕಿತ್ತೂರಿನಲ್ಲಿ ಮಹಿಳೆಯರ

The game is flexible and can be modified for a script/spelling game as well. The letters of a letter word may be split and letters are disarranged for example : ಹಕಾರಸ (ಸಹಕಾರ,) ನೋಯಪಾಜೀವ (ಜೀವನೋಪಾಯ)

- The learners may be asked to arrange the letters to make a meaningful word and spell the same. Scores may be awarded for each correct arrangement and spelling.
- The game may also be modified as a filling in exercise. One space is left blank to accomodate a letter (with all allographs) for example : ಅಂ.....ಶ, ಸಾ.....ನ, ...ಶನ, ಶಾ.....ತ, ಸಂತೋ.....

The pupil is required to fill in a letter, complete the word and give the meaning of the word.

- Another modified version of the game helps sentence instruction. One basic sentence structure of the type N+V, e.g.,

avanu hooguttaane 'he goes' may be provided with a couple he of blanks in between. The pupils are required to fill in suitable words to make the sentence complete and meaningful.

For all the games described above scoring at the rate of 1 point is awarded for each of the word either read/spelt correctly or written correctly, as the case may be. After the game is over the total score may also be tabulated.

GAME 18

Match the Gender

Aim of the game : To test the ability of the learners to distinguish gender distinctions

Type of the game : Both individual and group

Requirments : A display board for displaying gender markers and cards displaying nouns

In Kannada gender distinction is maintained for human nouns as well as nouns denoting animate objects. Thus the human nouns and other animate objects generally carry information as regards their genders — masculine or feminine. This gender distinction is revealed mainly in two ways (1) by using distinct suffixes or prefixes for the gender, (2) by having an inherent characteristic without any overt marker. Thus, for instance, *ettu* 'bull' is inherently masculine though the word has no overt marker and *hasu* 'cow' is inherently feminine even though the word has no overt marker to indicate the sex. Whereas the word *jaana* 'clever man' is masculine, the word *jaane* 'clever woman' is feminine. In Kannada the following suffixes are attached to the words to derive the feminine forms.

- e *jaane, celuve, sundare, gunavante*
- i *muduki, hudugi, putri, yajamaani*
- ini *sanyaasini, vilaasini, maayaavini*
- itti *gaanigitti, agasagitti, binnaagitti*
- rti *kelasagaarti, haadugaarti, balegaarti*

In some cases some prefixes are also attached to denote male and

female forms, example, gaṇḍnaayi-henṇaayi, gaṇḍaane-henṇaane, etc. In these words gaṇḍ — the shortened form of the word 'gaṇḍu' and hen — the shortened form of the word 'henṇu' is prefixed to words for denoting masculine and feminine genders respectively. Elsewhere pairs of items are maintained.

For example : yuvaka — yuvati

aṇṇa — akka

tande — taayi

vidvaan — viduṣi

The teachers are required to prepare sets of words for each of the above categories. It is advisable to play the suffixing game first followed by prefixing and paired items. The game may be played in two ways:

a. The teacher can list a number of nouns for each of the gender markers listed above. The suffixes and prefixes are written on cards in bold letters and the cards mounted on a board. The board is placed on a table or hung on a wall in such a way that the learners are able to see the markers. Now the teacher starts giving masculine nouns one by one and the learners are required to write down both the masculine form and the feminine form in their books. The answers may be evaluated and the scores tabulated. In such a play the whole class may be kept engaged.

b. Alternatively the class can be divided into two groups. One group is supplied with the masculine nouns and the other the feminine forms (particularly for the paired items and the inherent ones) or gender markers put on cards. The group with the masculine noun cards starts the game by displaying the nouns. The other group locates the correct feminine noun or the appropriate suffix or prefix as the case may be, and displays it. A maximum of 5 seconds is given for each attempt.

after a set of cards, say 50 is completed, the groups replay the game with different set of cards and the roles of the groups inter changed. After another 50 cards are completed the scores are tabulated. It is also possible to restrict the game to the nouns familiar to the learners by way of text book or the previous lessons. The game may be played as an individual game as well. The method of positive and negative scoring may also be introduced for the group game.

GAME 19

The Obstacle Race

Aim of the Game : To introduce/practice verbs

Type of the Game : Individual

Requirements : Cards of action words

'Obstacle Race' is an interesting game for young children learning first or second language. The game can be played in an open field or in a big hall. Principally the game is a good exercise on verbs.

Some of the action words, simple and easily demonstratable are written on cards. For example, oodu 'read', toorisu 'show', nillu 'stand', kuuru 'sit down', odi 'kick', bari 'write', hari 'tear', kari 'call' are a few examples.

Method of Play

The learners are made to stand in a row one by the side of the other. Each learner is given ten cards with one verb written on each card. He is also required to show the card to the teacher. The learner is required to demonstrate the action indicated by the verb after walking every ten steps, just like the hurdles.

Scoring is done on the success of understanding of verbs and the correctness of demonstration as well. Ten A score of +1 mark is awarded to correct demonstration and nil for wrong demonstration.

When the game is played indoors, the distance may be adjusted or else the number of verbs given may also be decreased. The game can be made more interesting if time is made a factor. The learners may not be allowed to take more than five seconds at a particular place.

A list of 108 verbs is given below.

ತಿನ್ನು	ಮುಚ್ಚು	ಹುಡುಕು	ತಾ	ಉಳು	ಕೆಮ್ಮು
ಹೋಗು	ಹಿಡಿ	ಬಳಸು	ಕಡಿ	ಊದು	ಗುದ್ದು
ಮಲಗು	ಕೊಡು	ಹೀರು	ಕೇಳು	ಎಡವು	ಚೀಪು
ಏಳು	ಹರಡು	ಚೆಲ್ಲು	ಅಲಿಸು	ಎಣಿಸು	ಜಾರು
ನಡೆ	ಕುಣಿ	ಗುಡಿಸು	ಚಿಂತಿಸು	ಎರಚು	ತಳ್ಳು
ನೋಡು	ಹಾಕು	ತೊಳೆ	ಆಜ್ಞಾಪಿಸು	ಎದ್ದೇಳು	ತಿವಿ
ಓಡು	ಸುತ್ತು	ಬಡಿಸು	ತಡೆ	ಒಗೆ	ತುಳಿ
ನಿಲ್ಲು	ಒತ್ತು	ಹತ್ತು	ಬೀಳು	ಒರಸು	ತೇಗು
ಓದು	ಎತ್ತು	ಏರು	ತೋರಿಸು	ಒರಗು	ದಬ್ಬು
ಇಡು	ಬಿತ್ತು	ಇಳಿ	ಕೂರು	ಕಕ್ಕು	ನಗು
ಮೆಟ್ಟು	ಒದೆ	ಎಳೆ	ಕರೆ	ಕಚ್ಚು	ನರಳು
ನಡುಗು	ಹೊಡೆ	ಎಸೆ	ಕೂಗು	ಕದಲಿಸು	ನುಗ್ಗು
ಹಿಗ್ಗು	ಬಡಿ	ತೊಡು	ಅಗಿ	ಕಲಕು	ನೆಕ್ಕು
ಅಂಜು	ಬರೆ	ಕಟ್ಟು	ಅಗೆ	ಕಲಸು	ನೆಗೆ
ಈಜು	ಕೊಯ್ಯಿ	ಓದು	ಅಳು	ಕಿರುಚು	ಬಗ್ಗು
ಉಜ್ಜು	ಸುರಿ	ಕೆತ್ತು	ಅಲ್ಲಾಡಿಸು	ಕಿಸಿ	ಬೆಚ್ಚು
ದಾಟು	ಅಳೆ	ಕತ್ತರಿಸು	ಅಣಕಿಸು	ಕುಡಿ	ಹಾಡು
ತುಂಬು	ಹೊಲಿ	ಆಡು	ಉಗಿ	ನೂಕು	ಸೀನು

GAME 20

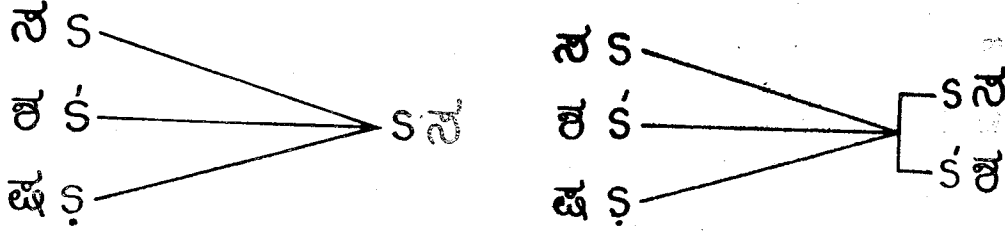
Choose the Correct Letter

Aim of the Game : Discrimination of s (ಸ), ś (ಶ) and ṣ (ಷ)

Type of the Game : Individual/group

Requirements : Cardboard discs

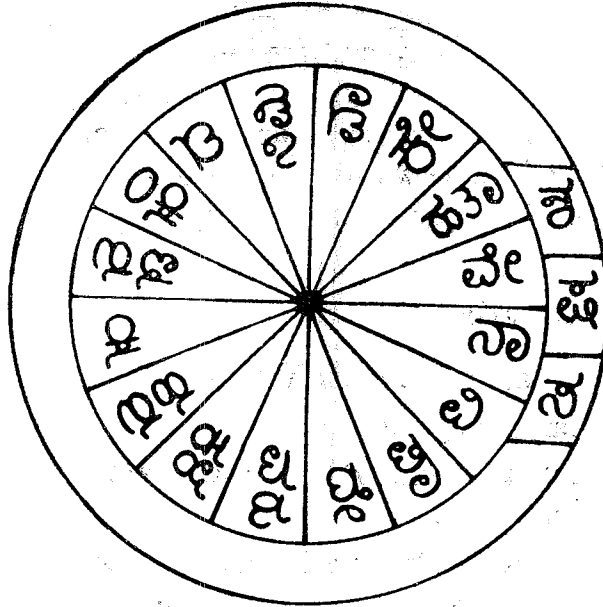
Kannada has three sibilant sounds s (ಸ) the dental fricative, ś (ಶ) the palatale fricative and ṣ (ಷ) the retroflex fricative. As the sounds are employed in written Kannada while in spoken Kannada they get merged in to two and sometimes to only one sound as shown below.



This merging in spoken style is invariably extended to written Kannada as well by both mothertongue and second language learners. As this is one of the error-prone areas of the sound system, extensive discriminatory tests both oral and written have to be devised. This game is one such discriminatory game.

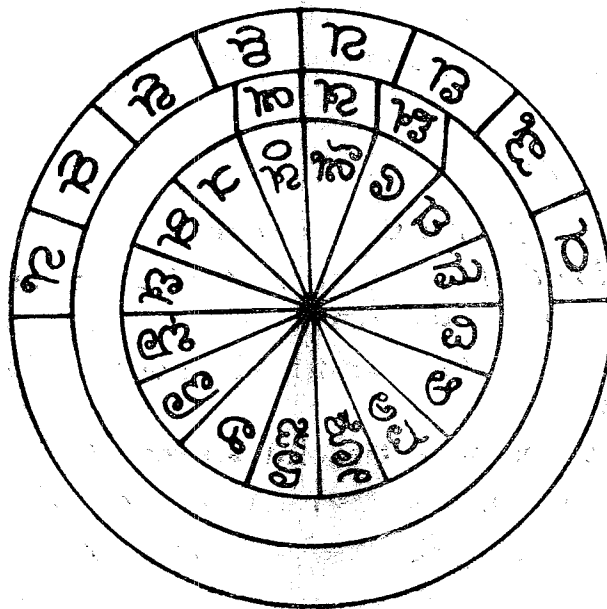
Two card board discs (one bigger and another smaller) are taken. They are placed one above the other and are revetted at the centre. This facilitates the easy movement of discs. For words, where the last letter is s, ś or ṣ the arrangement in A can be used.

'A'



For three letter words, where the medial letter is s, ś or ṣ the arrangement shown in 'B' having three discs can be used.

'B'



Method of Play

A number of words involving all the three groove fricatives are listed. The letters are separated and are put on different discs as shown in the picture. Before administering the game, the teachers may drill the words orally which enables the learners to discriminate the three sounds. However, the same words may also be used for auditory discrimination as well. Two games can be designed.

a. Based on listening skill

1. The learners are made to sit in a circle.
2. The first learner is given the disc.
3. The teacher asks the learners to listen carefully and starts pronouncing the words.
4. The learner having the disc listens to the word, and adjusts the letters correctly to make the word and shows the word to the teacher.
5. The teacher checks whether the letters are arranged correctly and gives the score.
6. Now the disc is passed on to the next learner.
7. If in a group there are very few learners each one may be given a disc and scores may be awarded depending upon the correctness.

b. Based on writing skill

1. The learner/group is given the disc.
2. A specific time limit is given and the learners are asked to form as many words as they can.
3. The words have to be written either on the black board or in the note books.
4. After the time is over the words are corrected.
5. As regards scoring +1 is awarded for a correct word.
6. The teacher may have a master list prepared earlier, and may

award scores with respect to the maximum number of words possible.

In the case of the latter game it is important that familiarity with the words is ensured.

The second disc 'B' is designed for three letter words where s, ş or ş is the second letter. In this the learner is required to adjust three discs for three letters. It may also be noted that the size of the discs could be adjusted to accomodate more or less words. This enables the teacher to tailor the game taking into consideration several variables-time at the disposal, textbook vocabulary, number of words, number of learners etc.

The same principle may be extended to other delusive areas such as aspirate consonants, a and h, l and l, etc.

GAME 21

How you Read a Calendar

Aim of the game : Practice of recognition of cardinal numerals and the use of ordinals

Type of the game: Individual

Requirements : Calendar charts

There are two types of numerals ; cardinal numerals and ordinal numerals. Whereas the cardinal numerals are used to indicate the sum of what is being counted the ordinal numerals indicate the order of the item in a set.

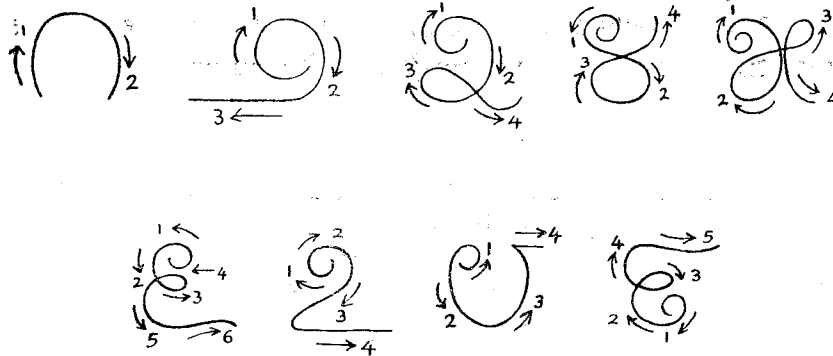
Cardinal	ondu	eraḍu
	muuru	naalku
	aydu	aaru
	eeḷu	enṭu
	ombattu	
	hattu	
Ordinal	ondanee	eraḍane
	muuranee	naalkanee

This game is designed with a dual purpose (a) to familiarise the learners with Kannada numerals, (b) to enable them to practise formation of ordinal numerals.

In order to play the game the pupils should be taught at first the Kannada numerals.

1	2	3	4	5	6	7
		8	9	10		

For this the numerals may be written with hand movements and enough identification tests may be given.



In spoken forms the numerals have the following allomorphs.

ondu	ond —
eraḍu	ip — before hattu/to form ippattu 'twenty'
	in — before nuuru to form innuru 'two hundred'
muuru	muuv — before hattu to form muuvattu 'thirty'
	mun — before hundred to form munnuuru 'three hundred'
naalku	nal — before hattu to form nalvattu 'forty'
	naaku (spoken dialect) before nuuru to form naanuuru 'four hundred'
aydu	ay — before hattu and nuuru to form ayvattu 'fifty' and aynuuru 'five hundred'
aaru	aru — before hattu to form aruvattu 'sixty'

eeḷu ep — before hattu
 enṭu emb — before hattu
 ombattu tom — before hattu

tombattu after ip — , muuv — ,

Ordinal numerals are formed by adding — anee/aneya (literal) — nee (colloquial) to cardinal numerals.

Ondane has an alternate form modalanee. — anee is added to eṣṭu, the interrogative pronoun to form eṣṭanee 'how manyeth'.

For playing this game a calender having Kannada numerals may be used. Additionally a few historical events may be written on a board with the event in blue mark and the dates in red ink. The following questions may be asked to elicit the numerals.

ನವೆಂಬರ್			ಗಣಲೆಖ		
ಭಾನುವಾರ		೪	೧೧	೧೮	೨೫
ಸೋಮವಾರ		೫	೧೨	೧೯	೨೬
ಮಂಗಳವಾರ		೬	೧೩	೨೦	೨೭
ಬುಧವಾರ		೭	೧೪	೨೧	೨೮
ಗುರುವಾರ	೧	೮	೧೫	೨೨	೨೯
ಶುಕ್ರವಾರ	೨	೯	೧೬	೨೩	೩೦
ಶನಿವಾರ	೩	೧೦	೧೭	೨೪	

1. tingala modalanee bhaanuvaara yaava taariiku ? 'What date is it on first Sunday'
2. ippattamuurane taariikhu yaava vaara ? 'Which day it is on 23rd ?'
3. tingalalli yaavyaavattu sarakaari raje ide ? 'On what days there is Government Holiday ?'
4. habba yaavattu ? 'On what day is the festival ?'
5. taarikhininda tuariikhina-varege estu sarakaari raje ide ? 'How many Govt. holidays are there between and dates ?'
6. estanee tingalu ? 'How manyeth month is ?'
7. yaavattu ? 'On what day is ?'
8. nimma huttidu dina yaavattu ? 'What is your date of birth ?'
9. niivu huttidu yaava varsha ? 'In which year you were born ?'
10. niivu huttidu estanee tingalu ? 'In which month you were born ?'

In addition the pupils may be asked to prepare a chronology of important events of their life and later they may be asked to read them. Similarly biographical sketches in chronological order may also be prepared and the students may be asked to read them.

Several group games may also be planned. Cardinal numerals 1 to 100 may be written on small cards. The class is divided into two groups. The cards are shuffled well and about 25 cards are given to each of the groups. One member of a group can show the card to the

corresponding member of the rival group and elicit from him the numeral. After this the other group takes its chance and performs similar action. This continues till all the members of the group finish their turn. After this the scores of each group are tabulated. For a correct answer + 1 is awarded and for a wrong answer nil point is awarded.

Reading the page number of a book could be an interesting exercise to familiarise the learners with the Kannada numerals. The teacher can call out numbers and the learners required to show the particular page. Reading of numerals can also be practised with tables and passages containing statistical data. A sample passage is given below.

೧೯೮೦ರ ಪೂರ್ವಾರ್ಧದಲ್ಲಿ ಬೆಲೆಗಳು ಒಂದೇ ಸಮನೆ ಹೆಚ್ಚುತ್ತಾ ಹೋದ ದಾಖಲೆಗಳಿವೆ. ೧೯೮೦ರ ಆಗಸ್ಟ್ ೨೯ರಂದು ಕೊನೆಗೊಂಡ ವಾರದಲ್ಲಿ ಸಗಟು ವ್ಯಾಪಾರದ ಬೆಲೆ ಸೂಚ್ಯಂಕ ೨೮.೬೬ ಇದ್ದುದು ೧೯೮೦ರ ಅಕ್ಟೋಬರ್ ೩೧ರಂದು ಕೊನೆಗೊಂಡ ವಾರದಲ್ಲಿ ಇದು ೨೮೦.೨ಕ್ಕೆ ಇಳಿಯಿತು. ಡಿಸೆಂಬರ್ ೮ರ ವೇಳೆಗೆ ಇದು ೨೭೭.೩ಕ್ಕೆ ಇಳಿಯಿತು. ೧೯೮೨ರ ಏಪ್ರಿಲ್ ೧೭ರಂದು ಕೊನೆಗೊಂಡ ವಾರದಲ್ಲಿ ಎಲ್ಲ ಸರಕುಗಳ ಸಗಟು ವ್ಯಾಪಾರದ ಬೆಲೆ ಸೂಚ್ಯಂಕ ಇದರ ಹಿಂದಿನ ವಾರ ೨೭೫.೭ ಇದ್ದುದು ೨೭.೫ಕ್ಕೆ ಇಳಿಯಿತು. ಅಂದರೆ ಶೇಕಡಾ ೦.೩ರಷ್ಟು ಕಡಿಮೆಯಾಯಿತು.

GAME 22

Number Bingo

Aim of the game : To practice identification of Kannada numerals

Type of the game: Group game

Requirements : A big card board 2' x 2' and some smaller boards of size 6" x 6"

This game is designed as a group game for revising Kannada numerals. The preliminary set up for the game is almost the same as the one described for Bingo (a script exercise).

The master board for this game consists of 100 squares for 100 numerals starting from 1 upto 100. The numerals are written in order from 1 to 100, only cardinals. The player boards will be 10 in number each containing 10 numbers. All the 100 numerals which are included in the master board are put on the smaller boards randomly, such that no number occurs more than once. A sample master board and the smaller boards necessary for playing the game are shown below.

PLAYER BOARD -1

೬	೧೫	೨೬	೪೯	೬೯
೮೪	೪೨	೧	೪೬	೯
೫೨	೬೨	೨೨	೫೯	೨೫
೫	೨೯	೫೫	೮೫	೯೬
೮೯	೨೮	೧೨	೮೨	೫೨

PLAYER BOARD -2

೯೮	೨೪	೬೨	೪೫	೨೧
೫೯	೨೪	೨೨	೮೯	೨೮
೧೯	೪	೬೫	೯೪	೨೨
೨೨	೯೨	೨೯	೬೫	೨
೯೧	೫೧	೬೮	೪೦	೯೦

PLAYER BOARD—3

೨೦	ಉ	ಋ	೧೬	೧೮
ಉ೦	೨೧	೨೨	೪೨	೬೬
೬೫	೪೧	ಉ	೪೨	೬೬
೨೬	ಉ೨	೧೦	೨	೨೫
೨೬	೧೨	೬೨	೧೦೦	೬೧

PLAYER BOARD—4

೨	೫೦	೧೧	೧೨	೨೮
೨೨	೫೬	೬೪	೨೦	೬೦
೨೨	೨೨	ಉ೧	ಉ೨	೧೪
೨೦	ಉ೬	೬೨	೬೨	೧೨
೨೫	೨೮	೪೨	೪೪	೪೮

MASTER BOARD

೧	೨	೩	೪	೫	೬	೭	ಉ	೬	೧೦
೧೧	೧೨	೧೩	೧೪	೧೫	೧೬	೧೭	೧೮	೧೯	೨೦
೨೧	೨೨	೨೩	೨೪	೨೫	೨೬	೨೭	೨೮	೨೯	೨೦
೩೧	೩೨	೩೩	೩೪	೩೫	೩೬	೩೭	೩೮	೩೯	೪೦
೪೧	೪೨	೪೩	೪೪	೪೫	೪೬	೪೭	೪೮	೪೯	೫೦
೫೧	೫೨	೫೩	೫೪	೫೫	೫೬	೫೭	೫೮	೫೯	೬೦
೬೧	೬೨	೬೩	೬೪	೬೫	೬೬	೬೭	೬೮	೬೯	೭೦
೭೧	೭೨	೭೩	೭೪	೭೫	೭೬	೭೭	೭೮	೭೯	೮೦
ಉ೧	ಉ೨	ಉ೩	ಉ೪	ಉ೫	ಉ೬	ಉ೭	ಉ೮	ಉ೯	೯೦
೯೧	೯೨	೯೩	೯೪	೯೫	೯೬	೯೭	೯೮	೯೯	೧೦೦

Method of Play

The learners are given the smaller player boards and are asked to be ready with a pencil. Here again the numbers in each of the player boards could be adjusted taking into account the number of learners in the group. The caller who has the master board with him calls number by number, and the learners are required to identify the number in their individual boards and mark them with a pencil. As markings by more than one learner is possible the learners are required to show the number to the caller before marking. Every correct identification fetches the learner + 1 point and adds to his individual tally, every wrong identification is given -1. Similarly non-identification by a player inspite of the presence of correct answer with him would also be penalised. The individual scores are indicated on a black board. After a definite time or after the completion of all the numbers and total scores of individuals are tabulated. After the game is over, the pencil marks made by the learners may be erased and the board may be kept ready for the next round.

The game may be improved further including higher numbers and also eliciting the answers orally. After familiarity with the numerals is achieved, one separate board for three digit numbers, four digit numbers may be prepared. As familiarity with the basic numerals has already been achieved, these games may be played either as reading game or as writing game. In this case also, more attention may be given for some blind spots or known areas of difficulty since in telling numbers both addition, and subtraction process are involved as in hannondu (hattu + ondu), ombattu (one-hattu), and the allomorphs of numeral bases such as, muur-, muuv-, muuvat-, mun-, etc., for three, and naak-, naal-, naan-, for four are used. It may also be noted that several morphophonemic changes take place in the formation of higher order numerals. The teachers may lay more emphasis on correct application of these morphophonemic rules in telling the numerals.

For instance, the numeral eraḍu 'two' has several allomorphs ir- before hattu, to make ippattu 'twenty', in- before 'nooru' to make innuru 'two hundred', Similarly hattu 'ten' has several forms. pattu

after ir, vattu after muur, battu after emb-, han- before ondu, eraḍu, hadi- before muuru, naaku, aaru, eeḷu, eṇṭu and hat- before ombattu.

It may also be noted that the some these figure numbers in Kannada could be read in more than one way. For instance a figure like 264 may be read as

1. eraḍunuuru aruvatta naaku
2. inuura aruvatta naaku

Whereas both ways are in vogue the former appears to be older form. But for scoring purposes both answer are regarded as correct.

GAME 23

Word Builder Disc

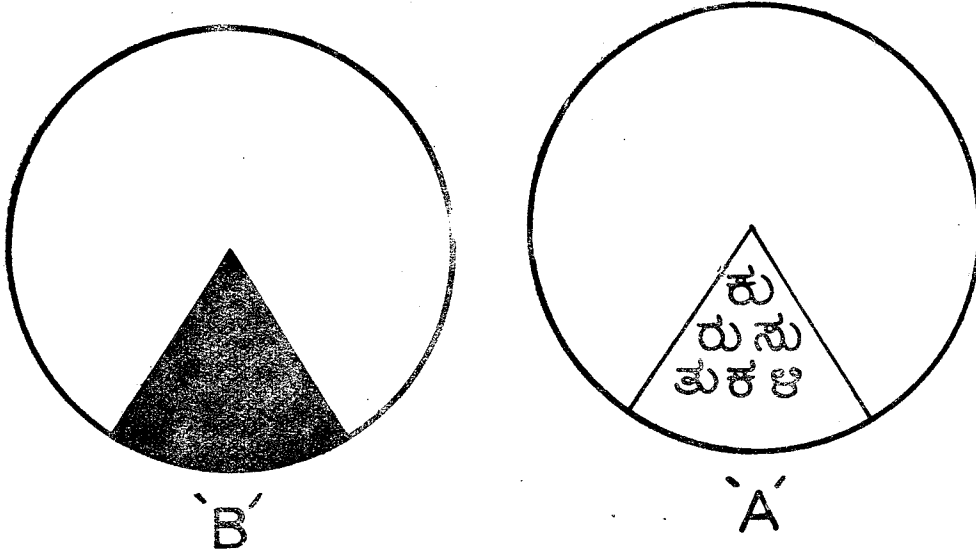
Aim of the Game : To develop word building ability

Type of the game : Both individual and group

Requirements : Two discs of radius 3"

This game is suitable for beginners and learners at the intermediate level, and can be played after mastery over the letters of the alphabet is achieved. The learners should be able to recognize the letters and combine them suitably to form meaningful words.

Two circular card board discs of radius 3" are cut. The lower disc is divided into 3 to 6 parts depending upon the level of the learner. The upper disc which can be rotated by 360° will have 1/3 or 1/6 portion of it cut out in the form of a slit, and is kept on the lower disc. The set up is shown below.



A. Lower Disc

B. Upper Disc

Shaded portion in disc B denotes slit.

Method of Play

The game may be played in two ways.

a. Single Segment Word Builder Disc

In this method the lower disc will have three, or four or five portions. Each portion will have about 10 to 15 letters. The segments may be numbered serially. The letters in each segment may be written on the disc itself or a separate sheet containing the letters may be pasted on it. It is advisable to adopt the latter method so that the teacher can change the letters according to the needs of the learners and use the same set up for more number of games. The letters that are selected may be based on the text book or spelling errors of the learners which case the game could be used as a remedial exercise.

The player is required to concentrate on one of the segments of the disc at a time, and build as many Kannada words as possible using the letters given in the segment. A stopwatch may be used to give only a pre-decided period of time to each player.

The scoring will be based on the completion of words in terms of number of letters formed by the individual player, i.e., the ascending order of scoring will be one two, three, four or five.

b. Multisegment Word Builder Disc

In this method whereas the overall arrangement is same, the learner is required to rotate the upper disc, bring the slit to each one of the segments at a time and form words choosing one letter from each of the segments. In this case also the segments of the lower disc may be numbered and the learner will be required to proceed in a specified order only. Scoring will be based on the length of the completed word.

As in (a) the teacher may modify the contents of the lower disc.

- i) To suit the contents of a particular lesson or lessons covered.
- ii) To suit the length of the word. For example, only two letter words, three letter words or four or five letter words depending upon the level of the learners.
- iii) To correct some of the spelling errors which the learners are prone to make, or the errors which the teacher has noticed.

Both (a) and (b) could be played either as individual games or as group games, wherein a team of learners contribute their mite to form words.

The teacher/learner may note that unlike the letters of the English alphabet the letters of the alphabets of Indian languages including Kannada have a different organisation. There are pure vowels called **swaras**, and pure consonants called **vyanjanas**. The vowels and consonants are combined to form syllables each of which is given a separate letter status. In addition, in Kannada conjunct letters have a special role to play and have independent status as single entities. Anuswara, and visarga make yet another category as well. Thus if a game is to be played out of all the Kannada letters which have independent status as independent entities, we need to cover 558 letters including the pure consonants and the matra combinations of consonants. Also it may be noted that the letters of any language may not have the same and equal frequency or occurrence. In view of this and also the problem of covering the entire set of letters. I give below 20 groups with each group consisting of 6 letters. Other letters have to be added and separate groups of letters may be formed by the teachers themselves.

The groups are as follows :

1. ಕು, ರು, ಸು, ತು, ಕ, ಳಿ
2. ಎ, ರ, ದು, ರು ಸ ಕ
3. ದ, ನ, ರ, ಹ, ಸ, ಠಿ

4. ಗಾ, ಬ, ದಿ, ರಿ, ಡಿ, ನ
5. ಸಾ, ದು, ರು, ಲ, ಕು, ಣಿ
6. ತ, ಗು, ಡಿ, ರು, ಶಿ, ರಿ
7. ಕಾ, ಳಿ, ಕೇ, ಳು, ಕು, ಸು
8. ಬಾ, ರು, ಗು, ಣ, ಲ, ಕು
9. ಗೆ, ದೆ, ಗ, ಳ, ಗಾ, ರೆ
10. ಸು, ಉ, ತ್ತು, ಕು, ಎ, ತ್ತ
11. ಹು, ಹಾ, ಲಿ, ರು, ಹೊ, ಸಿ
12. ಬಿ, ಕು, ರು, ಸ, ರಿ, ದ
13. ಕೊ, ಲೆ, ಳಿ, ಮೆ, ಟ್ಪು, ಮ
14. ರು, ತೆ, ಳು, ತೊ, ರೆ, ಗೆ
15. ಬ, ಳ್ಳ, ಕು, ಳ್ಳಿ, ಕ, ಮ
16. ಮು, ನಿ, ರಿ, ಜ, ಡಿ, ದು
17. ಯಾ, ಗ, ಹು, ನ, ದಿ, ರಿ
18. ಜೋ, ರು, ಲಿ, ಕೆ, ಗಿ, ಉ
19. ತೋ, ಡ, ಪು, ರ, ಡು, ಕೆ
20. ಹ, ಸು, ರ, ರು, ಕು, ಳಿ

While forming the groups of letters care should be taken to form groups of letters so that these groups would lead to the production of words occurring in the text book prescribed. Also the groups may be formed in such a way that some of the groups will demand greater deliberation on the part of the players in forming words.

The teachers may also note that there are very few words having pure consonants. As such there is no need to include pure consonants in the list of letters. However, if items borrowed from other languages, are treated as Kannada words and written with pure consonants they have to be included, in which case the teachers may accommodate the pure consonants as well in the groups of letters. It may also be noted that pure consonants and each conjunct letter is a single entity for scoring purposes.

As the scoring depends on the length of the word derived, there is bound to be some controversy regarding the length of the word itself. For instance, take the word baruttidda, banda. Do these have to be treated as independent words or phrases? In such cases it would be good to follow the norms of a standard dictionary. Only those items which occur as main entities in a dictionary are regarded as words. If this principle is followed, then the players would be required to restrict themselves only to derivation of verbs in singular imperative. Similarly plural formations, case inflected words are also to be deemed as phrases not words. This applies to verbal derivation such as aspects, gerunds, tense inflections, etc. However, in case of disputes, the citation form in a standard dictionary such as, Kannada-Kannada Nighantu, published by the Kannada Sahitya Parishat, Bangalore, should be considered as correct solution to the problem. Reference to the dictionary will also be called for to decide whether an item derived by a player is a single word or a double word etc. The dictionary would generally put a word without space in between its components. In case of a compound verb this practice is not adhered to even in the dictionary. However, if the entire form is given as a single main entry it should be treated as a word.

Similarly words involving anuswaaras would also pose problems for scoring. But it is justifiable to consider entities such as ಕಂ. ಕಂ. ಮಂ. etc. as single letters for scoring. While giving the letters in groups, these form may be given with the anuswaara also. This applies to visarga as well.

GAME 24

A Game of Antonyms

Aim of the game : To familiarise antonyms of Kannada

Type of the game: Both individual and group

Requirements : Cards or paper slips ("2 X 3") displaying antonymous words.

Vocabulary items of a language are organised in various groups. One of the ways could be on the basis of the antonymous nature of the vocabulary items. These antonymous items are generally pairs, one conveying the positive meaning and the other conveying the negative meaning. Use of one the items recalls the recognition and use of the other member of the pair. In view of this association learning vocabulary becomes faster if the antonyms are also taught along with the words.

Antonyms are of different types. In the first category, we have contrast of content such as ಬೆಳಕು x ಕತ್ತಲೆ (light x darkness). There is another category wherein the vocabulary items are negated. These include pairs such as ಶಕ್ತಿ x ಅಶಕ್ತಿ. In another category we have pairs of the type ಗಂಡ x ಹೆಂಡತಿ, ಹುಡುಗ X ಹುಡುಗಿ based exclusively on the culture. The other types of antonymous pairs are as follows :

ಅತ್ತೆ x ಸೊಸೆ

ಅವನು x ಇವನು

ಅಲ್ಲಿ x ಇಲ್ಲಿ

ಉದ್ದ x ಅಗಲ

ನೆಲ x ಆಕಾಶ

ಹಿರಿಯ x ಕಿರಿಯ

ಹಳೆ x ಹೊಸ

ಹಿರಿಯ × ಕಿರಿಯ

ಹಳೆ × ಹೊಸ

The antonyms available in a language may be also arranged hierarchically in terms of their difficulty. For instance, the pairs of the type ತಕ್ಕ × ಅತಕ್ಕ involves only a prefixing whereas the pairs ಅತ್ತೆ × ನೋಸೆ involves the acquisition of two different vocabulary items. I suggest the group listed above in the following manner.

1. Identify as many antonymous pairs of items as possible. Textbooks and supplementary readers both current and previous may be consulted for this purpose.
2. Classify the antonyms into groups and also arrange them hierarchically in terms of the difficulty level, suggested above.
3. The antonymous words positive and negative may be written on separate slips.
4. For playing the game two types of shuffling can be done. In the first type each type of antonymous pair will be kept separate and the students given the groups one after the other in terms of the difficulty level. In the second type the cards will be mixed up at random irrespective of the subgroups.

Method of Play

The learners will be divided into two groups. One group is given the slips conveying positive meanings and the other group is given the slips conveying opposite meanings i.e., antonyms.

A member of group I will pull out one slip and reads its content aloud. A member of group II is required to give the antonymous equivalent of the word called. If the answer is correct the group is credited with a +2 score. In case he fails to do so another member

of the group may be asked to give the antonymous equivalent. In case the group succeeds in giving the exact answer the group is credited with a +1 score. If the group fails to give the answer it loses 1 point.

The teachers may keep a key separately which may be read out at the end of the game for scoring the points.

This game helps learner to recall the vocabulary items with their corresponding antonymous words. The game also should be arranged in such a way that some of the words will have to be guessed and recalled. In other words the game will include words whose corresponding antonymous words would not have occurred in the textbooks, and would have not been given as part of the exercises. Such a guess work is possible in most of the types listed above.

This game may be played in conjunction with the game of synonyms as well as the game of sets of words. No game is really worth if it is an end in itself. The teachers can devise more games by linking the contents of one game with those of another, and to other parts of the language as well. One of the ways of extending this game is to make the learners think more and involve themselves in more intelligent guess work. To achieve this we may give a positive or negative content and then a description of the opposite meaning, thus making the learner think and supply the answer. The description may be in the form of a sentential clue as given below.

Positive word : ಔಪಚಾರಿಕ 'formal'

Negative : 1. ಈಗ ರಾಜ್ಯದ ಅನೇಕ ಪಟ್ಟಣಗಳಲ್ಲಿ ಪದ್ಧತಿ ಜಾರಿಯಲ್ಲಿದೆ.

ಉತ್ತರ : ಅನೌಪಚಾರಿಕ 'informal'

ಈಗ ನಮ್ಮ ಊರಿನಲ್ಲೂ ಒಂದು ಶಿಕ್ಷಣ ಶಾಲೆಯನ್ನು ಆರಂಭಿಸಿದ್ದಾರೆ.

Another way would be to extend the game to cover phonologically contrasting pairs. Sometimes these phonologically contrasting pairs

will have another contrast in content as well.

ಜಾಣ × ಜಾಣೆ

ಮುದುಕ × ಮುದುಕಿ

ಕೃತಜ್ಞ × ಕೃತಘ್ನ

Some other times the contrast may be restricted only to the phonology/script. In the latter case a sense of alliteration or rhyming etc., is aimed, as in

ಆಗ × ಈಗ

ಅಂದು × ಇಂದು

ಮುಂದೆ × ಹಿಂದೆ

Another way would be to seek antonymous pairs in sentential expressions. Here also from the simple use of **alla** or **illa** to derive the opposite meaning one could go on to more complex opposite meanings. For example, a sentence may appear positive like but its content intended would be negative

ನೀವು ತುಂಬ ಕೆಲಸ ಮಾಡ್ತೀರ

Another would be the use of different intonations.

ಅವರು ನಾಲ್ಕು ಗಂಟೆಗೆ ಬರ್ತಾರೆ.

Thus it will be seen that the complexity of the game would increase if we proceed from single utterance to sentence types, and to various intonation patterns.

In some of the complex games described above, the scoring patterns could be changed to suit the game. For ex. for sentential games, a scoring pattern of +5, -2, may be followed and the time allowed may also be changed accordingly.

GAME 25

A Game of Synonyms

Aim of the Game : Elicitation of synonymous words

Type of the Game : Individual/group

Requirements : Word cards.

Synonymy is one type of relation that exists amongst words. Synonymy may be defined as the phenomenon of sameness of meaning conveyed by different lexical items. By this definition one can identify substitutability as the characteristic feature of synonyms. But cent per cent substitutability does not exist. For example, we have a number of words involving 'hand' in Kannada.

ಕೈಕೊಡು	'to cheat'
ಕೈಮರ	'hand post'
ಕೈವಶ	'capture'
ಕೈಕೋಳ	'handcuff'
ಕೈಕುಲುಕು	'shake hand'
ಕೈಕೆಲಸ	'hand work'
ಕೈವಾಡ	'handiwork'
ಕೈತಪ್ಪು	'slip/miss'
ಕೈಚಳಕ	'artistry'
ಹಸ್ತಗುಣ	'good touch'
ಹಸ್ತಲಾಘವ	'hand shake'
ಹಸ್ತಾಂತರ	'transfer'
ಹಸ್ತಲಕ್ಷಣ	'future as revealed by the lines on the palm'
ಹಸ್ತೋದಕ	'water for washing hands'
ಹಸ್ತಸಾಮುದ್ರಿಕ	'palmistry'

ಹಸ್ತವೈಘನ	'masturbation by hand'
ಹಸ್ತಪ್ರತಿ	'manuscript'
ಹಸ್ತಾಕ್ಷರ	'signature'
ಹಸ್ತಕೌಶಲ	'handi work'
ಹಸ್ತಶಿಲ್ಪ	'sculpture by hand'
ಪಾಣಿಗ್ರಹಣ	'marriage, the act of holding one's palm'
ಪಾಣಿಪಲ್ಲವ	'hands like flowers'
ದಂಡಪಾಣಿ	'one who holds bow in his hand'
ಕರಾಗ್ರ	'tip of the hand'
ಕರಕುಶಲ	'handicraft'
ಕರಪತ್ರ	'handout, hand bill'
ಕರವಸ್ತ್ರ	'kerchief, a piece of cloth kept in hand'
ಕರಪಾಲ	'a folk art involving various hand movements'
ಕರಗತ	'achieve mastery'
ಕರವಾಲ	'sword'

In the above examples four different words for hand viz., ಕೈ, ಹಸ್ತ, ಪಾಣಿ, ಕರ, are used. But their contexts are specific in the sense that they are not mutually substitutable. Words of the type ಕರಪ್ರತಿ 'manuscript', ಕರಗ್ರಹಣ 'marriage', ಪಾಣಿಗತ 'mastery' are not possible. Eventhough the meaning of the word does not change they are not in use. Thus, absolute synonymy does not exist. It is only the partial synonymy that is often spoken of. Therefore a weak rather than a strong version is given to synonymy. According to this version there is no exception that words will be substitutable for one another in all contexts without distinction of meaning. However in a given context it is possible that one item may be substituted for another with the overall meaning of the utterance remaining the same.

At the lexical level absolute synonymy can exist when more than one name is given to the same physical object or condition. Such perfect synonyms though rare are found in the borrowed Sanskrit words. For example names of gods as ಕೃಷ್ಣ, ನೀಲಕಂಠ, ತ್ರಿನೇತ್ರ, ಮುಕ್ಕುಣ್ಣ, ಹಣ್ಣೆಗಣ್ಣ are synonyms. Words for water ತೀರ್ಥ, ನೀರು, ಜಲ, ಉದಕ similarly words for lotus ಪಂಕಜ, ಪಾರಿಜ, ಜಲಜ etc., are synonyms.

In the course of teaching a language vocabulary could be learnt much faster if synonymous relationships are emphasised wherever they afford such explanation.

The following games are designed to familiarise the learners with the synonyms of the Kannada language.

Game 1

This is a matching game. As a prelude to the game the teacher may prepare some word cards of synonyms. For this the vocabulary used in the lessons or in the material introduced already may be taken. In the MT learning situation the words which the pupils already know and use in day to day conversation may be chosen. They are put on different cards. At this stage single synonyms of the following type may be introduced.

a. Sanskrit — Kannada

ಚರ್ಮ	ತೊಗಲು	'skin'
ಭುಜ	ಹೆಗಲು	'shoulder'
ದೀಪ	ಹಣತೆ	'lamp'
ದೇವಾಲಯ	ಗುಡಿ	'temple'
ಮಾರ್ಜಾಲ	ಬೆಕ್ಕು	'cat'
ಕಾನನ	ಅಡವಿ	'forest'

b. Kannada — Kannada

ಬಾಗಿಲು	ಕದ	'door'
ಚಿಲಕ	ಅಗುಳಿ	'bolt'
ನೂಲು	ದಾರ	'thread'

ಪುಡಿ	ಹುಡಿ	'powder'
ಬಯಲು	ಮೈದಾನ	'field'
ಮಾತ್ರೆ	ಗುಳಿಗೆ	'tablet'
ಜರಡಿ	ವಂದರಿ	'sieve'
ಮೆಟ್ಟು	ಚಪ್ಪಲಿ	'slippers'
ಹೆಚ್ಚು	ಜಾಸ್ತಿ	'more'
ಕುಪ್ಪಸ	ರವಿಕೆ	'blouse'
ಕತ್ತು	ಕೊರಳು	'neck'
ಸಾಲ	ಕಡ	'loan'
ರುಬ್ಬು	ಅರೆ	'grind'
ತಿರಿಚು	ತಿರುವು	'twist'
ಅಗಸ	ಮಡಿವಾಳ	'washerman'
ಬೆಕ್ಕು	ಕೊತ್ತಿ	'cat'

c. Standard literal — Non-standard spoken

ತಂದೆ	ಅಪ್ಪ	'father'
ತಾಯಿ	ಅಮ್ಮ	'mother'
ಕಾಡು	ಕಾನು	'forest'
ಮಧ್ಯೆ	ನಡುವೆ	'in between'
ಹುಡುಕು	ತಡಕು	'search'
ಜಿಂಕೆ	ಹುಲ್ಲೆ	'deer'
ಪರಕೆ	ಬರಲು	'broom'
ಪಂಚೆ	ದಟ್ಟಿ	'dhoti'
ಶರಬತ್ತು	ಪಾನಕ	'juice'
ಹಸ್ತ	ಕೈ	'hand'
ಪಾದ	ಅಂಗಾಲು	'feet'
ಚೊಂಬು	ತಂಬಿಗೆ	'small pot'
ಊಟ	ಕೂಳು	'food'
ಕೊಡ	ಬಿಂದಿಗೆ	'water pot'
ರಸ್ತೆ	ದಾರಿ	'street'
ನಡು	ಸೊಂಟ	'waist'

d. Dialect — Dialect

ಟೀ	ಚಾ, ಚಹ	'tea'
ಕಂಬಿ	ಹಳಿ	'rail'
ಸೊಂಟ	ಟೊಂಕ	'waist'
ತಟ್ಟೆ	ತಾಟು, ತಣಗೆ	'plate'
ಕಾಡು	ಅಡವಿ, ಕಾನು	'forest'
ಬೀದಿ	ದಾರಿ, ಕೇರಿ	'street'
ಬರಲು	ಬಾರಿಗೆ, ಕಸಬರಿಗೆ	'broom'
ಚಪ್ಪಲಿ	ವೆಂಟ್ಟು, ಕೆರ	'slippers'
ಕತ್ತು	ಗೋಣು	'neck'
ಉಪ್ಪರಿಗೆ	ಮಹಡಿ, ಮಾಳಿಗೆ	'upstairs'
ಹಣತೆ	ದೀವಟಿಗೆ, ಪಣತೆ	'lamp'
ಯಜಮಾನ	ಮಾಲಿಕ, ಧಣಿ	'owner'
ಹೆಂಟೆಗೊದ್ದ	ಓತಿಕ್ಕಾತ, ಗೋಸಂಬೆ	'chameleon'
ಗುಬ್ಬಿಚ್ಚಿ	ಗುಬ್ಬಿ, ಗುಂಚೆಕ್ಕಿ	'sparrow'
ಅಳಿಲು	ಇಣಚಿ	'squirrel'
ಈರುಳ್ಳಿ	ನೀರುಳ್ಳಿ, ಉಳ್ಳಾ ಗಡ್ಡೆ	'onion'
ಅಲೂಗಡ್ಡೆ	ಬಟಾಟೆ	'potato'
ಅಪ್ಪ	ಅಯ್ಯ	'father'
ಅಮ್ಮ	ಅವ್ವ, ಅಬ್ಬೆ	'mother'
ಹುಲ್ಲೆ	ಚಿಗರೆ	'deer'

e. Synonyms across professions

ಡಾಕ್ಟರು	ವೈದ್ಯ	'doctor'
ಮೋಷ್ಟಿ	ಅಧ್ಯಾಪಕ	'teacher'
ಕೆಲಸಗಾರ	ಉಳಿಗದವ	'worker'
ಗೌಳಿಗ	ಹಾಲಿನವ	'milkman'

f. Synonyms in the same domain

ಹೆಚ್ಚು	ಜಾಸ್ತಿ, ಬಹಳ, ತುಂಬ	'more'
ಬಳ್ಳಿ	ಹಂಬು	'creeper'
ಸೂರ್ಯ	ರವಿ	'sun'
ಚಿನ್ನ	ಬಂಗಾರ, ಹೊನ್ನ	'gold'
ಸರಳಿ	ಸಲಾಕಿ	'rod'
ಯುವಕ	ತರುಣ	'boy'
ಯುವತಿ	ತರುಣಿ	'girl'
ಮಹಿಳೆ	ಹೆಂಗಸು	'lady'
ವ್ಯಕ್ತಿ	ಮನುಷ್ಯ	'person'
ಪಕ್ಕ	ಬದಿ	'near'
ಅಮಾತ್ಯ	ಮಂತ್ರಿ	'minister'
ಸಚಿವ	ಮಂತ್ರಿ	'minister'
ಪುಸ್ತಕ	ಹೊತ್ತಿಗೆ	'book'
ಒಕ್ಕಲುತನ	ಬೇಸಾಯ	'agriculture'
ಪೆನ್ನು	ಲೇಖಣಿ	'pen'

It may also be noted that some of the synonymous words would be dialectal variants — both regional and social. In such cases it is important to put the standard form in the main card and other dialectal forms as subsidiary entries. It also gives the teacher an opportunity to familiarise the learners the dialectal variations. The above list also contains a few borrowed words. But they have been nativised and are being used very frequently in day to day conversation.

Method of Play

For purposes of play one out of the synonymous words which is used in Standard Kannada and is easily intelligible may be written on separate card and this may be regarded as the main card. Other cards displaying the remaining synonyms are sub-cards.

Each pupil is given 10 main cards at a time. These cards have serial numbers whereas sub-cards do not have serial numbers. The main cards can also be written in bold letters to distinguish them from sub-cards as shown below.

ಅಧಿಕ

ಬಹಳ

ತುಂಬ

ಜಾಸ್ತಿ

ಹೆಚ್ಚು

The pupils are given the synonymous cards for these 10 main cards. They are required to group the words meaning same. Depending upon the task involved a definite time may be allowed, say 10 mts. or 15 mts. The maximum score is the same as the number of synonymous cards present in the set. If in a set of 10 cards there are 20 synonyms at the rate of 2 each 20 is the maximum score. The actual score of the pupil is the number of cards he has been able to group. If a learner is able to group only 12 cards for the given 10 cards he gets only 12 out of 20.

The game can also be played as a group game wherein a group of 3 to 5 learners is required to group the synonyms.

The teachers can also choose the categories (a), (b), (c), (d) and (e) in the list of synonyms given above to suit the situation and the level of the learners. By devising such games the teacher can introduce old

Kannada words, Sanskrit borrowed words and dialectal variants for standard spoken Kannada words.

An oral game can also be devised wherein the pupils in groups compete. In this case the teacher can write a word on the blackboard and try to elicit maximum synonymous words for the word. Whichever group succeeds in giving a synonymous word secures 2 points.

GAME 26

Sentence Builder Pouches

Aim of the game : To develop sentence building ability

Type of the game: Individual

Requirements : Cards of the size 4" × 4", boards and transparent pouch material (a thick plastic sheet), or corner clips for mounting the cards

In a language one can produce innumerable number of sentences. These sentences are however based on limited number of structures. It is necessary to make the learners aware that by using a finite number of sentence structures they can produce an infinite number of sentences. It is also necessary to make the learners aware that one part of a sentence may have a control over another part of the same sentence and may induce suitable changes, even within a given sentence frame. The learners may be made to note that there are different sentence patterns in a language and that these patterns are used for different purposes. In order to achieve these things substitution appears to be an important facility in the hands of the language teacher. In a sentence structure there are several components and the words in each component can be substituted only by a word that fits suitably in that place.

The game of sentence builder pouches is designed to help the learners construct newer sentences by substituting elements in a given sentence with new words or phrases. The learners will come to know that using a finite sentence structures they are able to produce infinite number of sentences by this process.

In order to play the game the teacher may first identify as many different sentence structures as possible from the lesson given in the

textbook. For instance in Kannada the following sentence structures are easily identifiable.

ಅದು ಮನೆ.
 ಅದು ದೊಡ್ಡ ಮನೆ.
 ಅವನು ಓದುತ್ತಾನೆ.
 ಅವನು ಜೋರಾಗಿ ಓದುತ್ತಾನೆ.
 ಅವರು ನಾಳೆ ಬರುತ್ತಾರೆ.
 ಅವನು ಹೆಣ್ಣು ತಿಂದನು.
 ಅವರು ಯಾವಾಗ ಬರುತ್ತಾರೆ.
 ರಾಮ ಪುಸ್ತಕವನ್ನು ರಂಗನಿಗೆ ಕೊಡುತ್ತಾನೆ.
 ನಾವು ಊರಿಗೆ ಹೋಗೋಣ.
 ನನಗೆ ನೀರು ಬೇಕು.
 ನಾವು ಸಿನಿಮಾಗೆ ಹೋಗೋಣ.
 ಪುಸ್ತಕ ಚೆನ್ನಾಗಿದೆ.

For each of the above sentence structures thus identified a board containing pouches (made of transparent material, or the cards displaying the components could be mounted on the board with corner clips) may be prepared. The number of pouches on a single board will depend upon the number of constituents identified for each sentence structure. For example, the sentence 'adu mane' will have two constituents and thus two pouches. The sentence structure 'adu dodda mane' has three constituents and thus has three pouches. The sentence structure 'avanu hooguttaane' has two constituents and thus will have two pouches. As may be seen in the last example the verb is inflected for Person, Number, Gender as well as for tense. Accordingly for such verbal constructions it is necessary to have one small pouch for person Number, Gender and another for Tense.

For this game cards of the size 4" x 4" may be prepared. For PNG and tense pouches cards of the size 3" x 3" or 2" x 3" would be enough. These cards are mounted on a big board of the size 2" x 3". If pouches are made of transparent material like a polythene sheet the cards could be kept in the pouches and the pouches fixed to the board. Alternatively the cards could be mounted on the board with the help of corner clips. The motive behind this is that the learners should be able to see the written material easily. In each constituent pouch (other than pouches for PNG and tense) 20 cards may be kept, with different words in each card. However the PNG and T pouches will have only limited number of cards and cover all the Person, Number and Genders. A sample set up may be of the following type.

Illustration I

ಅವನು ಆಟ ಆಡುತ್ತಾನೆ.

Pouch	Pouch	Pouch	Pouch	Pouch
1	2	3	4	5
ನೀವು	ಭಾರ	ಹೊರು	-ತ್ತಾ-	-ನೆ
ಅವನು	ಊಟ	ತಿನ್ನು	-ತ್ತ-	-ಳೆ
ರಾಮ	ತಿಂಡಿ	ಆಡು	-ತ್ತೇ-	-ಯೆ
ಸೀತೆ	ಆಟ	ಮಾಡು	-ತ್ತೀ-	-ರಿ
ಕತ್ತೆ	ಕೆಲಸ	ಅಳು		-ರೆ
ಅವರು	ಹುಲ್ಲು	ಓದು		-ದೆ
ನಾವು	ಕಾಗದ	ನೋಡು		-ವೆ

Method of Play

1. The board may be kept on a table in a slant position resting on the wall, or may be hung on the wall so that the learners can see the entire set up well.
2. The pouches may be numbered and strict instructions are given to choose one card at a time and in proper order from left to right following the serial number of the pouch.
3. In the initial stages the boards may not contain the PNG pouch. In the initial games individual verb with full inflection will be given. For example, for a sentence of the type 'avanu hooguttaane', the board set up may be as follows

Pouch 1	Pouch 2
ಅವರು	ಹೋಗುತ್ತಾನೆ
ಅವನು	ಬರುತ್ತಾರೆ
ಅದು	ಹಾಡುತ್ತೇವೆ
ನಾವು	ತಿನ್ನುತ್ತೇವೆ
ನೀವು	ಬರುತ್ತೀರಿ
ರಾಮ	ನಗುತ್ತಾರೆ
ಲಲಿತ	ಘರ್ಜಿಸುತ್ತದೆ
ಸಿಂಹ	ಹಾರುತ್ತದೆ
ಹಸು	ಓಡುತ್ತಿದೆ
ಆವು	ಬರುತ್ತವೆ

4. The learners will choose one word from pouch No. 1. After this they are required to choose an appropriate word from pouch No. 2. In the later stages PNG pouch can be given as shown in illustration I, in which case the learners are required to choose one word from pouch No. 1, one word from pouch No. 2, a verb from pouch No. 3 and then suitable PNG and tense markers from the small pouches at the right extreme.
5. The learners are required to write down the completed sentences in their notebook. It is advisable that the teacher himself demonstrate the method of choosing well before the learners venture to do it. It would be more appropriate if the game is first played as an oral game in which case the reading and speaking skills are also improved.
6. It may be noted that for the present and future verbal constructions there is very little sound change and consequently very little spelling change, whereas in the past tense constructions there are lots of changes involving both sound and spelling. Hence it is suggested that items involving past tense be given only after the learners are well acquainted with past tense formation rules. Additionally subgroupings can also be made for the different past tense markers like -id -t- -ṭ- -d- -ḍ- etc., and different exercises are planned for each of the markers.
7. For each board it is possible to identify the maximum number of sentences that could be generated using the cards in the pouches.
8. In the initial stages the items for this game should be so chosen that none of the combinations would lead to any ungrammatical or semantically non-acceptable sentence. However, such a condition is not necessary for the later exercises since the producing of the grammatical and the semantically acceptable sentence itself will pick up form.

As regards scoring +1 scoring is given for a correctly sentence, nil scoring may be given for a wrong sentence in the initial stages. If the teacher has identified the potentiality of the frame and then has a list of possible sentences that could be generated from a frame, scoring can also be given for a number of correct sentences, arrived at by the learner. In slightly advanced stages +1 for a correct answer and -1 for a wrong may be given.

GAME 27

Kinship Game

Aim of the Game : To recognize and use kinship terms

Type of the Game : Both individual and group

Requirements : Word cards of Kinship terms

This game helps the learners, both mother tongue and second language, to recognize and use kinships and kinship terms in Kannada. I give below descriptions of kinships as well as their equivalent terms commonly used in Standard Kannada. This list may be used as the key for the game.

1. ಅಣ್ಣ — ಸಹೋದರ, ಒಡಹುಟ್ಟಿದವನು (ದೊಡ್ಡವನು)
2. ತಮ್ಮ — ಸಹೋದರ, ಒಡಹುಟ್ಟಿದವನು (ಚಿಕ್ಕವನು)
3. ಅಪ್ಪ — ಜನ್ಮ ಕೊಟ್ಟವನು (ತಂದೆ)
4. ಅಯ್ಯ — ಜನ್ಮ ಕೊಟ್ಟವನು (ತಂದೆ)
5. ಅಕ್ಕ — ಸಹೋದರಿ, ಒಡಹುಟ್ಟಿದವಳು (ದೊಡ್ಡವಳು/ಚಿಕ್ಕವಳು)
6. ಅಮ್ಮ — ಜನ್ಮ ಕೊಟ್ಟವಳು (ತಾಯಿ)
7. ಅವ್ವ — ಜನ್ಮ ಕೊಟ್ಟವಳು (ತಾಯಿ)
8. ಅತ್ತೆ — ಹೆಂಡತಿಯ ತಾಯಿ (ತಂದೆಯ ಅಕ್ಕ/ತಂಗಿ)
9. ಅತ್ತಿಗೆ — ಅಣ್ಣನ ಹೆಂಡತಿ
10. ಅಳಿಯ — ಮಗಳ ಗಂಡ

11. ಅಜ್ಜ — ತಂದೆಯ ತಂದೆ/ತಾಯಿಯ ತಂದೆ.
12. ಅಜ್ಜಿ — ತಂದೆಯ ತಾಯಿ/ತಾಯಿಯ ತಾಯಿ.
13. ಚಿಕ್ಕಪ್ಪ — ತಂದೆಯ ತಮ್ಮ, ಸಹೋದರ (ಚಿಕ್ಕವರು) /ತಾಯಿಯ ತಂಗಿಯ ಗಂಡ.
14. ಚಿಕ್ಕಮ್ಮ — ತಾಯಿಯ ತಂಗಿ/ತಂದೆಯ ತಮ್ಮನ ಹೆಂಡತಿ.
15. ಕಕ್ಕ — ಚಿಕ್ಕಪ್ಪ.
16. ಕಕ್ಕಿ — ಚಿಕ್ಕಮ್ಮ.
17. ಗಂಡ — ಕೈಹಿಡಿದವನು, ಒಬ್ಬ ಹೆಂಗಸನ್ನು ಮದುವೆಯಾದವನು.
18. ಹೆಂಡತಿ — ಕೈಹಿಡಿದವಳು, ಒಬ್ಬ ಗಂಡಸನ್ನು ಮದುವೆಯಾದವಳು.
19. ಮಗ — ತನ್ನಿಂದ ಜನ್ಮ ತಾಳಿದವ. (ತಂದೆ/ತಾಯಿ)
20. ಮಗಳು — ತನ್ನಿಂದ ಜನ್ಮ ತಾಳಿದವಳು. (ತಂದೆ/ತಾಯಿ)
21. ಮಾವ — ಗಂಡನ ತಂದೆ/ಹೆಂಡತಿಯ ತಂದೆ.
22. ದೊಡ್ಡ ಮಾವ — ಮಾವನ ಅಣ್ಣ.
23. ಚಿಕ್ಕ ಮಾವ — ಮಾವನ ತಮ್ಮ.
24. ಮಲತಾಯಿ — ತಾಯಿಯ ಸ್ಥಾನದಲ್ಲಿದ್ದು ಸಾಕಿದವಳು.
25. ದೊಡ್ಡಪ್ಪ — ತಂದೆಯ ಅಣ್ಣ/ತಾಯಿಯ ಅಕ್ಕನ ಗಂಡ.
26. ದೊಡ್ಡಮ್ಮ — ತಾಯಿಯ ಅಕ್ಕ/ತಂದೆಯ ಅಣ್ಣನ ಹೆಂಡತಿ.
27. ಹಿರಿ ಮಗ/ಮಗಳು — ಎಲ್ಲರಿಗಿಂತ ಮೊದಲು ಹುಟ್ಟಿದವನು/ಹುಟ್ಟಿದವಳು.
28. ಕಿರಿ ಮಗ/ಮಗಳು — ಎಲ್ಲರಿಗಿಂತ ಕೊನೆಯಲ್ಲಿ ಹುಟ್ಟಿದವನು/ಹುಟ್ಟಿದವಳು.

29. ನಾದಿನಿ — ಗಂಡನ ಅಕ್ಕ/ತಂಗಿ.
30. ಸೊಸೆ — ಮಗನ ಹೆಂಡತಿ.
31. ಬೀಗರು — ಅಳಿಯನ/ಸೊಸೆಯ ತಂದೆ ತಾಯಿಗಳು.
32. ತಾತ — ತಂದೆಯ ತಂದೆ/ತಾಯಿಯ ತಂದೆ.
33. ದೊಡ್ಡಣ್ಣ — ತನಗಿಂತ ಮೊದಲು ಹುಟ್ಟಿದವ. (ಹೆಚ್ಚು ಜನ ಅಣ್ಣಂದಿರಿದ್ದಲ್ಲಿ)
34. ದೊಡ್ಡಕ್ಕ — ತನಗಿಂತ ಮೊದಲು ಹುಟ್ಟಿದವಳು. (ಹೆಚ್ಚು ಜನ ಅಕ್ಕಂದಿರಿದ್ದಲ್ಲಿ)
35. ಭಾವ — ಅಕ್ಕನ/ತಂಗಿಯ ಗಂಡ.
36. ಮೈದುನ — ಗಂಡನ ತಮ್ಮ.
37. ಭಾವಮೈದುನ — ಹೆಂಡತಿಯ ತಮ್ಮ/ಅಣ್ಣ. (ಭಾಮೈದು)
38. ಮುತ್ತಾತ — ಅಜ್ಜನ ತಂದೆ.
39. ಮುತ್ತಜ್ಜಿ — ಅಜ್ಜಿಯ ತಾಯಿ.
40. ಷಡ್ಡಕ (ಷಡ್ಕ) — ಹೆಂಡತಿಯ (ತಂಗಿ/ಅಕ್ಕನ) ಗಂಡ.
41. ಓರಗಿತ್ತಿ — ಗಂಡನ, ಅಣ್ಣನ/ತಮ್ಮನ ಹೆಂಡತಿ.
42. ಸೋದರಳಿಯ — ಅಕ್ಕನ/ತಂಗಿಯ ಮಗ.
43. ಸೋದರ ಮಾವ — ತಾಯಿಯ ಅಣ್ಣ/ತಮ್ಮ.
44. ಸೋದರತ್ತೆ — ತಂದೆಯ ಅಕ್ಕ/ತಂಗಿ.
45. ಸೋದರ ಸೊಸೆ — ಅಕ್ಕ/ತಂಗಿಯ ಮಗಳು.
46. ದಾಯಾದಿ — ಅಣ್ಣ ತಮ್ಮಂದಿರ ಮಕ್ಕಳು.

47. ಓರಗೆಯವರು — ಒಂದೇ ವಯಸ್ಸಿನವರು.
 48. ಪುತ್ರ — ಮಗ.
 49. ಪುತ್ರಿ — ಮಗಳು.
 50. ದಂಪತಿ — ಗಂಡ ಮತ್ತು ಹೆಂಡತಿ ಇಬ್ಬರೂ ಸೇರಿ.

The game may be played between two individuals or between members of a group.

Method of Play

One individual will say that he wants the word for a kniship say 'his elder brother'. To ascertain the information he will say that he would like to have the kinship term for 'one who is born to his parents before him'. Another member will give the appropriate kinship term. The game proceeds in this fashion.

It is necessary that the description of kinship relations are given to the individuals/members of the group before the game is commenced. They will not be given however the kinship terms. The game can also be played in reverse fashion. In this reverse game one person will give the kinship term and another member is required to give the description of the relationships.

GAME 28

Put them Together

Aim of the game : Practice of sandhi rules (of borrowed words from Sanskrit)

Type of the game: Individual

Requirements : Word cards for Sanskrit Sandhi rules.

Sandhi or Morphophonemics has to do with changes that occur in sounds when two words or portions of separate morphemes (meaningful units) come together to form a new word, or when they are adjacent in a sentence. The following types of changes occur.

- a. Insertion of some other sound between the two adjacent sounds (agama sandhi)
- b. Deletion of one or more sounds (lopa sandhi)
- c. Replacement of one or more sounds by another sound (aadeśa sandhi)
- d. Re-ordering of preceding or following sounds.

Whereas the above rules apply to native Kannada words, the treatment of Sanskrit words is different. The Sanskrit loan words, which are quite abundant in Kannada follow the Sanskrit morphophonemic rules. These rules, often called Sanskrit Sandhis are four in number.

1. Savaṇṇa diirgha sandhi
2. Guṇa sandhi
3. Vriddhi sandhi
4. Yaṇ sandhi

The above sandhis are described in the following rule.

Rule 1.

$$a (a) + \begin{bmatrix} u (u) \\ a (a) \\ i (i) \\ e e \\ a i \\ o o \\ a u \end{bmatrix} > O + \begin{bmatrix} o o \\ a a \\ e e \\ a i \\ a u \end{bmatrix}$$

Examples :

ganga	+	udaka	——	gangoodaka	'the water of the ganges'
nara	+	adhama	——	naraadhama	'the meanest among men'
gaṇa	+	iīṣa	——	gaṇeeśa	'lord Ganesh'
eeka	+	eeka	——	eekaika	'one only'
aṣṭa	+	aīśvarya	——	aṣṭaiśvarya	'eight wealths'
śiṣṭa	+	oodana	——	śiṣṭaudana	'remained food'
mana	+	audaarya	——	manaudaarya	'liberality of mind'

Rule II

$$\begin{matrix} i (i) \\ i (i) + a (a) \\ u (u) \end{matrix} > O + \begin{matrix} ii \\ ya (a) \\ yu (u) \end{matrix}$$

Examples :

nandi	+	iīṣa	———	nandiṣṣa	'the king of the nandis'
prati	+	aāṣe	———	pratyaaṣe	'ambition'
ati	+	uccha	———	atyuccha	'the tallest'

Rule III

	u (u)		uu
u (u) + a (a)	>	O +	va (a)
i (i)			vi (i)

Examples :

guru	+	upadeeṣa	———	guruupadeṣa	'teacher's advise'
guru	+	aajne	———	gurvaajne	'teacher's order'
vadhu	+	icche	———	vadhvicche	'bride's desire'

The following sandhis are less frequent as compared to the ones said above.

Rule IV

k		g
t + VC	(vowel or a	d + vc
	voiced	
	consonant)	
t̪		d̪

Examples :

vaak	+	iīṣvara	———	vaagiiṣvara	'the lord of speech'
dik	+	bala	———	digbala	'the power of the four corners'
mahat	+	upakaara	———	mahadupakara	'greatest help'
vit	+	bala	———	vidbala	'the power of money'

ṣaṭ	+	anga	———	ṣaṇḍaṅga	'the six components'
ṣaṭ	+	bhaaga	———	ṣaṇḍhaaga	'the six division'
ṣaṭ	+	vidha	———	ṣaṇḍvidha	'the six types'

Rule V

k		n
t	+ N	n + N
	(Nasal)	
ṭ		ṇ

Examples :

vaak	+	maya	———	vaanmaya	'treasure of language'
dik	+	muuḍha	———	dinmuuḍha	'thoughtless'
sat	+	maana	———	sanmaana	'respect'
ṣaṭ	+	mata	———	ṣaṇmata	'the six religions'
ṣaṭ	+	mukha	———	ṣaṇmukha	'six faced god'

Rule VI

			c	cc	
	t	+	s	cch	
			j	jj	
sat	+	carita	———	saccarita	‘good conduct’
sat	+	siila	———	sacchiila	‘good behaviour’
vidvat	+	jana	———	vidvadjjana	‘galaxy of scholars’

This game entitled 'put them together' is designed to practise the sandhi rules cited above. As a prelude to the game the teachers may prepare word cards with split words, i.e., the left portion of the examples shown above. For example

ಅಂತ್ಯ + ಉದಯ

ವಿದ್ಯುತ್ + ಶಕ್ತಿ

For each of the rules mentioned above cards have to be prepared.
The following are some sample cards.

ಕರೆಯೋಲೆ	ಕ್ಷಣಾರ್ಧ	ಜನೋಪಕಾರಿ
ಕಟಾಂಜನ	ಗಜಾನನ	ತಂಡೋಪತಂಡ
ಕಂಠಾಭರಣ	ಗೀತಾಂಜಲಿ	ವರಾನ್ವೇಷಣೆ
ಕುಶಲೋಪರಿ	ಚಕ್ರಾಧಿಪತ್ಯ	ಲಕ್ಷಾಧಿಪ್ತರ
ಕೋಟೀಶ್ವರ	ಚಿಂತಾಕ್ರಾಂತ	ರಸಾಸ್ವಾಧನೆ
ಮಹೋನ್ನತ	ಸೂರೋದಯ	ವಿದ್ಯಾಭ್ಯಾಸ
ಹರೀಶ್ವರ	ಗುರೂಪದೇಶ	ರಾಮಾಯಣ
ಸುರೇಶ	ಸುರೇಂದ್ರ	ದೇವೇಂದ್ರ
ಮಹೇಶ	ಸುರಾಸುರ	ಗಿರೀಶ
ಲಕ್ಷ್ಮೀಶ	ಮಹಾತ್ಮ	ಚಂದ್ರೋದಯ
ಮಹೇಶ್ವರ	ಮಹರ್ಷಿ	ದೇವರ್ಷಿ
ಜನ್ಯೈಕ	ಮಹಾದಾರ್ಯ	ಲೋಕೈಕವೀರ
ಏಕೈಕ	ಮಹಾನ್ಯತ್ಯ	ಅಷ್ಟೈಶ್ವರ್ಯ

ಅತ್ಯಂತ	ಮನ್ವಂತರ	ಅತ್ಯಾಶ್ಚರ್ಯ
ಪ್ರತ್ಯುತ್ತರ	ಕೋಟ್ಯಾಧೀಶ	ಗುರ್ಮಾಜ್ಞೆ
ದಿಗಂತ	ಷಡಾನನ	ಸದಾನಂದ
ಮನ್ವಾದಿ	ವಾಗ್ದಾನ	ವಾಗ್ದೇವಿ
ದಿಗ್ದೇಶ	ಷಡಂಗ	ವಿರಾಡೂಪ
ಸದುದ್ದೇಶ	ಚಿದಾನಂದ	ಸಚ್ಚಿತ್ರ
ಜಗಜ್ಯೋತಿ	ವಾಜ್ಮಯ	ಚಿನ್ಮಯ
ಸನ್ಮತಿ	ವಾಜ್ಮಾಧುರೈ	ತನ್ಮಯ
ಗತ್ಯಂತರ	ದೇವಾಸುರ	ಮುನೀಶ್ವರ
ಸತ್ಯಾರ್ಥ	ಭಾಗ್ಯೋದಯ	ವಿದ್ಯೋದಯ
ರಾಜರ್ಷಿ	ಚಿನ್ಮೂಲ	ತನ್ಮೂಲಕ
ಮಹಾಷಧ	ಪ್ರಾಣಾತುರ	ಮನಶ್ಯಾಂತಿ

Method of play

1. Divide the class into two groups (a) and (b).
2. Give each pupil a card.
3. Group (a) starts the game. The first pupil takes the card out and shows it to the rival team.
4. One among the pupils of the rival team can say the resultant form (only one chance is allowed).
5. If the answer given is correct the groups gets 2 points.
6. Then the group (b) gets its chance to ask the rival team.

7. The first member of the team (b) taken this card and shows it to team (a).
8. Now one member of the team (a) can give the answer (no discussion is allowed.)
9. If the answer is correct it gets +2 scores, if wrong it gets nil score.
10. Like this after the entire round is finished the score of the groups are tabulated.

In smaller classes of say 10 pupils individual questioning is possible. Each pupil may be given 10 cards at a time and they start the play by taking one at a time (the cards are kept in one closed envelope or kept on the desk inverted so that the learners do not shuffle the cards and try to pick simple ones.) After all the 10 cards are finished the individual score may also be tabulated.

The game can also be played as a written game wherein the pupils are given a definite number of cards and they are asked to write the answers in their notebooks in a specified time. The reverse game is also possible in which the pupils have to split the already combined word.

GAME 29

Sentence Lotto

Aim of the game : Improving reading skill

Type of the game: Individual

Requirements : Sentence cards and sentence strips.

This game is also based on reading skill. A carefully, well planned 'Sentence Lotto' game is a good alternative to the monotony of textbook reading and it provides a welcome change. Before sentence leading is practised word recognition may be given.

For the game sentence cards are used. The sentence for the cards may be taken from the lessons already taught. Five to ten sentences are put in one card as follows :

A	B
ಈಗ ಆಟದ ಸಮಯ.	ಅವಳು ಆಟ ಆಡುವಳು.
ಇದು ಮರದ ಚರಕ.	ಇದು ಊರ ರಥ.
ಅಲ್ಲಿ ಜನರ ಗುಂಪು.	ಅದು ಆಲದ ಮರ.
ಅದು ನಮ್ಮ ಮನೆ.	ಈಗ ಆಟದ ವೇಳೆ.
ನಾಳೆ ಶಾಲೆಗೆ ರಜಾ ದಿನ.	ಇದು ಓದುವ ಕೊಠಡಿ.
ನಾವು ಈಗ ಊಟ ಮಾಡುವೆವು.	ಅವನು ಹಾಲು ಕುಡಿಯುವನು.
ನಾವು ಆಕಳೆಹಾಲು ಕುಡಿಯುವೆವು.	ಅಪ್ಪ ಮನೆಗೆ ಬಂದರು.

ಅದು ಆರಳೇ ಮರ.	ಗುರುಗಳು ಶಾಲೆಗೆ ಹೋದರು.
ಅವರು ಪಾಠ ಶುರು ಮಾಡಿದರು.	ಹಾಲಿನಿಂದ ಮೊಸರು ಆಗುತ್ತದೆ.

The game may be played in two levels.

A. Word Letto

About 12 vocabulary items of different classes are selected from each of the sentence cards. If there are 10 learners 100 words are accumulated. These words are later put on small strips as shown below.

ಚರಕ	ಗಂಪು	ಮರ	ಕೊಠಡಿ
-----	------	----	-------

Method of play :

Each pupil is given a sentence card. If the game is played by groups, groups of not more than three pupils is made and each group is given one card. Now the teacher puts all word cards or strips in a tray or box and starts reading one by one taking one at a time. A maximum of ten seconds initially and at later stages five seconds is allowed between words. When the teacher reads each word the learners start reading the sentences and try to locate the word in their cards. If any learner can locate the word within the specified time the learner is credited with five points. If there is no response within the time the teacher may locate the word in the learners care and mark nil point for the learner. This particular work can be done easily by indicating the sentence card number in brackets in the word itself as shown below.

ಚರಕ (A)	ಗಂಪು (A)	ಮರ (A)	ಕೊಠಡಿ (A)
---------	----------	--------	-----------

This will enable the teacher to locate the learner who has the word in his sentence card. This way not much time is wasted between words. In case of wrong responses of the type ಅಕ್ಕ for ಅಕ್ಕಿ, ಪಾಠ for ರಥ, ವೇಳೆ for ಮೇಲೆ, nil point is awarded. As there are 100 words each student gets at least 10 chances to score a maximum of 50 points. The number words may be varied to suit the time at the disposal of the teacher.

B. Sentence Lotto

Instead of word cards the teacher can have sentence cards in the form of strips as shown below.

ಈಗ ಊಟದ ಸಮಯ

Then the teacher will have all the sentences that are included in the sentence cards in the form of strips. After giving each learner/groups of learners he reads out a sentence, or shows the card to the learners. After listening or reading the sentence the learners start reading the sentences in their respective cards. Whoever locates the sentence and reads it out is credited with 5 points. Only 10-15 seconds are allowed in the beginning and in later stages five seconds are allowed. Other rules are same as 'Word Lotto'. The game can be played with repeated sentence in sentence cards and at a faster pace as well.

As in 'Word Lotto' this game provides much scope for variety and grading in content. The nature and the type of sentences could be altered to suit the level of learners' linguistic achievement. I give below 20 types of graded sentences which could go into the sentence cards :

1. ಇದು ಪುಸ್ತಕ. ಅದು ಚೆಂಡು.
2. ಇದು ಕನ್ನಡ ಪುಸ್ತಕ. ಅದು ಕೆಂಪು ಪುಸ್ತಕ.
3. ಆ ಪೆನ್ನು ನನ್ನದು. ಈ ಪೆನ್ನು ನಿನ್ನದು.
4. ಅದು ಚೆಂಡಾ ? ಇದು ಚೆಂಡಾ ?

5. ಆ ಕಪ್ಪು ಪೆನ್ನು ನನ್ನದು. ಈ ಕಪ್ಪು ಪೆನ್ನು ನಿನ್ನದು.
6. ಈ ಸೈಕಲ್ ಹೊಸದು. ಆ ಪೆನ್ನು ಹಳೆಯದು.
7. ನನಗೆ ಹಾಲು ಬೇಕು. ನಿನಗೆ ಪುಸ್ತಕ ಬೇಕಾ ?
8. ದಸರ ಹಬ್ಬ ಆರನೆಯ ತಾರೀಖು. ನನ್ನ ಪರೀಕ್ಷೆ ಹದಿನಾರನೆಯ ತಾರೀಖು.
9. ಅವರಿಗೆ ಕತೆ ಇಷ್ಟ. ಅವರಿಗೆ ಕಲೆ ಇಷ್ಟ.
10. ಇವರಿಗೆ ತಣ್ಣೀರು ಕೊಡಿ. ಇವರಿಗೆ ಮಜ್ಜಿಗೆ ಕೊಡಿ.
11. ನೀವು ಪುಸ್ತಕ ತೆಗೆದುಕೊಳ್ಳಿ. ನೀನು ಪುಸ್ತಕ ತೆಗೆದುಕೊ.
12. ಅವರು ಕಾಫಿ ಕುಡೀತಾರೆ. ಅವರು ಕಾಫಿ ಕುಡಿಯಲ್ಲ.
13. ನಾನು ಹಣ್ಣು ಕೊಡಲ್ಲ. ನಾನು ಹಣ್ಣು ತಿನ್ನಲ್ಲ.
14. ನಾನು ಮನೆಯಿಂದ ಬಂದೆ. ಅವರು ಊರಿಂದ ಬಂದರು.
15. ಅವರು ಈಗ ಬರ್ರಾ ಇದ್ದಾರೆ. ಅವರು ಆಗ ಬರ್ರಾ ಇದ್ದು.
16. ನೀವು ಇವತ್ತು ಸ್ಕೂಲಿಗೆ ಹೋಗಲ್ಲವಾ. ನೀವು ನಾಳೆ ಸ್ಕೂಲಿಗೆ ಹೋಗಲ್ಲ.
17. ನೀವು ರಜದಲ್ಲಿ ಎಲ್ಲಿಗೆ ಹೋಗಿದ್ದಿರಿ ? ಅವರು ಆಗ ಎಲ್ಲಿ ಹೋಗಿದ್ದು.

GAME 30

A game of Negation

Aim of the Game : Practise of negative forms

Type of the Game : Individual

Requirements : Word cards displaying separately both positive and negative forms.

Negation in Kannada is expressed in different ways. Whereas **beeḍa**, **alla** and **illa** are some isolated words used for expressing negation, in other instances suffixation is used. Broadly the negative forms in Kannada are classified as synthetic and analytic.

A synthetic negative form is formed by adding Person, Number and Gender markers directly to the verb stem.

maad-	maadenu	'I will not do'
	maadanu	'He will not do'
	maadanu	'She will not do'

'Analytic' negative forms are formed by adding the negative markers **illa/alla** to the verb. In sharp contrast to the synthetic negative forms 'analytic' forms are the same for all persons, i.e., they do not agree with the subject in PNG. 'illa' is the negative of the copula **iru** 'to be' and 'alla' is the negative of 'aagu' 'to become'.

- a. idu pustakavalla 'This is not book'
ivaru raaman alla 'This is not Raman'
- b. avanu hoogalilla 'He did not go'
naanu iiga allilla 'I am not there now'

'Analytic' forms have been found to be prevalent more in colloquial speech while 'synthetic' forms are more common in literary Kannada. 'Synthetic' forms do occur in spoken Kannada in limited cases. Wherever they occur it is very difficult to isolate the negative particle or morpheme. 'Analytic' forms are more transparent and marked as there is either *illa* or *alla*, the frequently occurring negative particles. Even in form there is difference. Whereas in some cases *alla/illa* is added to the verb resulting in a single form, in some cases they are written separate.

a. pustaka alla	b. illi illa
pustakavalla	illilla

In the case of majority of forms there is one to one matching of affirmative and negative forms.

bandu 'having come'	barade 'without coming'
bandide '(it) has come'	bandilla 'it has not come'
bandare 'if comes'	baradiddare 'if don't come'
banni '(you) come'	barabeedi '(you) don't come'
bartaanaa 'will he come?'	barallavaa 'will he not come?'

In addition there are a few models such as *beeda* 'don't want', *kunḍadu* 'should not', *-laar* 'cannot' bear 'should not' which are also employed frequently to express negation.

haaḷabeeda	'don't sing'
ooḍabeeda	'don't run'
nagabeedi	'don't laugh (you)'
barakuḍadu	'don't come'
nooḍakuḍadu	'don't see'
tinnakuḍadu	'don't eat'

oodalaare	'cannot run'
naḍeyalaare	'cannot walk'
baralaare	'cannot come'
barabaardu	'should not come'
kuurabaaradu	'should not sit'
haarabaaradu	'should not jump'

The affirmative and negative relationships for these models are as follows :

bal	'can'	×	laar	'cannot'
bahadu	'can'	×	baardu	'cannot'
bahudu	'can'	×	kuuḍadu	'should not'
beeku	'want'	×	beeḍa	'don't want'

However the hortative model **-ooṇa** does not have its exact negative counterpart as the following example shows.

maadooṇa	'let us do'
maaduṽudu beeḍa	'let us not do'
	(literally 'doing don't want')

Flash cards for the affirmative and negative form may be prepared. With these flash cards a variety of exercises could be planned.

Oral game

The aim of the game is to elicit negative forms for affirmative ones and vice versa. This game is limited to negations expressed by suffixation.

This game is played as a group game. The following steps may be followed.

- Divide the class into two groups. Each may contain 10 members.
- Decide the first turn by tossing the coin.

- c. The first member of the group gives an affirmative form of a verb, say *aaḍuttaane* with all the its PNG markers.
- d. The corresponding member of the opposite group has to give the corresponding negative form using the same verb in the same tense. The answer would be *aaḍalla*.
- e. The teacher himself may correct the answer or he may prepare a chart with affirmative forms on the left side written in blue/black ink and negative forms written on the right side in red ink. In case of doubt the learners may refer to the cards and score themselves without the teacher.
- f. Whenever a group member answers the question, his answer is scored +1 for a correct answer and nil for a wrong answer : he also gets the chance to ask a negative form for an affirmative form in return. He questions the same member, i.e., the first member of the first team.
- g. After one question each from members of rival groups the turn is passed on to the next.
- h. The scores are tabulated after each member finishes his turn.
- i. The pupils may also be asked to repeat a verb, in which case the affirmative and negative forms for different verbs both regular and irregular in different tenses may be practised.
- j. At a later stage the game may be repeated using affirmative and negative sentences.

naanu bandiddini

'I have come'.

naanu bandilla

'I have not come'.

avanige barookkaagutte

'He can come'.

avanige barookkaagalla

'He cannot come'.

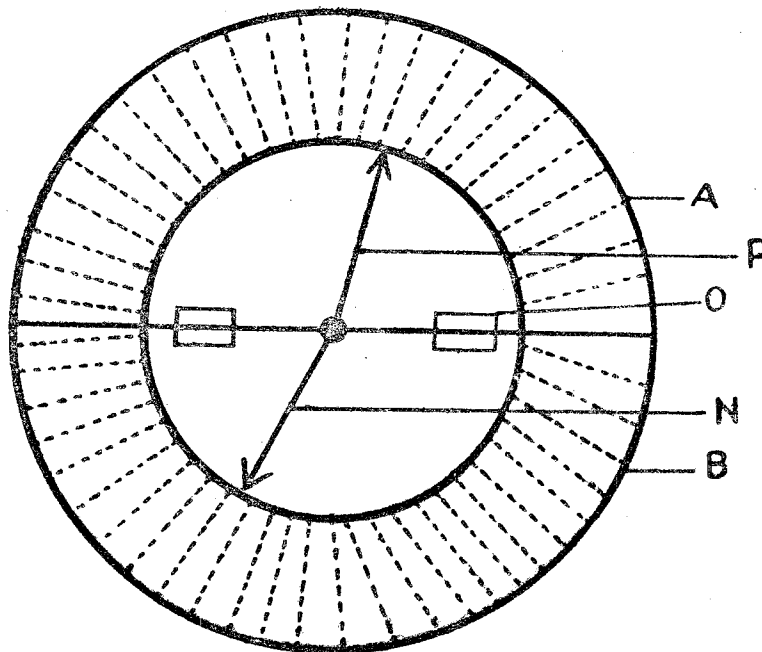
niivu uurige hoogiddiri. 'You had gone to the town'

niivn uurige hoogirlilla. 'You hadn't gone to the town.'

The writing game may also be practised using isolated utterances, story telling in affirmative and negative, anecdote narration etc.

Activity : Apart from the oral and the written game, the learners may also be engaged in a certain type of activity by which they can practise negation. The following set up may be used.

A wooden or card board disc, is taken. The disc is divided into two semi-circles 'A' and 'B'. The 'A' semi-circle has positive or affirmative forms and 'B' semi circle has negative forms. These are distributed in the semi-circle outside the inner ring. At the centre there are two needles P and N, (P for positive and N for negative) made of bamboo wood or tin. The needles are fixed at the centre and are movable. At points 'O' on either side two obstruction points are kept which prevent the movement of needles beyond the semi-circle in which it is fixed.



Method of Play

- a. The teacher first fixes the needle P for a particular form.
- b. He calls one of the pupils and asks him to fix the needle N to the corresponding negative form of the one in 'A'.
- c. The pupil has to locate the exact negative form of that question word and move the needle to that word.
- d. If for a correct answer the learner gets +1 point (which can be noted on the black board) and nil point for a wrong answer.

GAME 31

Break the Block, Build a Word

Aim of the Game : Enrichment of the vocabulary of children.

Type of the Game: Individual or group

Requirements : Cards displaying words.

This game enables the learners to familiarise themselves with two-letter and three-letter words. The task of the learners is to form as many two-letter and three-letter words from a given word. The game also enables the learners to know more and more supplementary vocabulary.

The teachers and/or learners may identify words consisting six or seven letters : using the letters of these words one can derive two or three letter meaningful words. The words identified thus may be put on cards. Some of the examples are given below.

- | | |
|-------------------|-------------------|
| 1. ಉದಾಹರಣೆ | 2. ಉಪಸಂಹರಿಸು |
| 3. ಗಾನ ಸುಧಾರಸ | 4. ಅಪಾದಮಸ್ತಕ |
| 5. ವಿವಾಹ ವಿಚ್ಛೇದನ | 6. ಗಾಯನ ಶಿರೋಮಣಿ |
| 7. ನಾದಸುಧಾರಸ | 8. ಸಾಮಾಜಿಕ ಪರಿಸರ |
| 9. ವಸ್ತುಸಂಗ್ರಹಾಲಯ | 10. ಪರಿಣಾಮಕಾರಿಯಾದ |

The learners are given the cards or the words could be written on the black board. The learners are asked to write as many two or three (or even four) letter words as they can, without adding any letter

to the ones given. For example, the following two, three-letter words could be built from the list of words given above.

ಉದಾಹರಣೆ	: ದಾಹ, ದಾರ, ಉರ, ಹರ, ಹಣೆ, ರಸ, ದಾರಣೆ, ಹರಣೆ
ಉಪಸಂಹರಿಸು	: ಹಸು, ಹರಿ, ಸುರಿ, ಪರಿ, ಉರಿ, ಉಪರಿ, ಉರಿಸು, ಸಂಹರಿಸು, ಹರಿಸು, ಹರಿಪ.
ಗಾನಶಿರೋಮುಣಿ	: ಗಾನ, ರೋಮ, ಮುಣಿ, ಮನ.
ವಿವಾಹ ವಿಚ್ಛೇದನ	: ವಾಹನ, ವಾದನ, ವಿವಾಹ, ವಿಚ್ಛೇದ, ಪಹನ, ವಿನಹ, ವಿಚ್ಛೇದನ, ದನ, ವಿನ, ಪದ, ಹವಿ.
ಅಪಾದ ಮಸ್ತಕ	: ಕದ, ಪಾದ, ಅಸ್ತ, ಪಾಕ, ಮಸ್ತಕ.
ಗಾನಸುಧಾರಸ	: ಗಾನ, ನರ ರಸ, ಸರ, ಸುರ, ಸುಧಾ, ಸುರಸ,
ನಾದಸುಧಾರಸ	: ನಾದ, ಸುಧಾ, ಸುನಾದ, ಸುರ, ಸರ, ರಸ, ಹರ, ಸದ.
ಸಾಮಾಜಿಕ ಪರಿಸರ	: ಕರಿ, ಕರ, ಸರ, ಪರ, ಪರಿ, ಮಾಜಿ, ಮಾರಿ, ಸಾರ, ಸಾರಿ.
ವಸ್ತುಸಂಗ್ರಹಾಲಯ	: ವಲಯ, ವಸ್ತು, ಲಯ, ಹಾವ, ಸಂಗ್ರಹ.
ಪರಿಣಾಮಕಾರಿಯಾದ	: ಪರಿ, ಮರಿ, ದರಿ, ಕಾದ, ಸಾರಿ, ಯಾಮ.

The scoring is based on the number of words made. As the teacher has already made a list of words possible out of the given letters, the scoring could also be based on the number of words made out of the total or on the basis of number of letters the words are composed of.

GAME 32

Pass and Build

Aim of the Game : Practise of sentence building

Type of the Game : Group game.

Requirements : Cards displaying pivotal words of a sentence.

Pass and build is a writing game. Here the learners are required to add one component to an existing sentence frame or a word group and pass it on for further build up. It is essentially a sentence building exercise.

As a prelude to the game some potential words like i. time adverbs ii. place adverbs, iii. verbal participles, and iv. other forms of connectors which provide enough scope for building long sentence may be put on small cards of size 4" × 2", on either side of the word dotted lines are put. A list is given below.

1. ಸಂಜೆ, ಬೆಳಿಗ್ಗೆ, ಆಗ, ಈಗ, ನಾಲ್ಕುಗಂಟೆಗೆ, ನಾಳೆ, ನಿನ್ನೆ, ಅಂದು, ಇಂದು.
2. ಮುಂದೆ, ದೂರ, ಹತ್ತಿರ, ನಡುವೆ, ಅಲ್ಲಿ, ಇಲ್ಲಿ, ಮಧ್ಯೆ, ಅಜೆ, ಈಜೆ, ನಂತರ.
3. ಮಾಡುತ್ತಾ, ಓಡುತ್ತಾ, ಬಂದು, ತಿಂದು, ಕೊಟ್ಟು, ನೋಡಿ.
4. ನೋಡದೆ, ತಿನ್ನದೆ, ಹೋಗದೆ.
5. ಓಡಿದ, ನೋಡಿದ, ಬಂದ, ಬರುತ್ತಿದ್ದ, ಬರುತ್ತಿರುವ, ತಿನ್ನುತ್ತಿರುವ.
6. ಚುರುಕಾಗಿ, ಜೋರಾಗಿ, ಚೆನ್ನಾಗಿ, ತಿಳಿಯಾಗಿ, ತಣ್ಣಗೆ.

The learners are required to add one word each to the given word and pass the card to the next learner. The next learner reads the already framed word group or sentence and contributes his mite by adding one more word.

Two tasks are involved in this sentence building exercise. Firstly, the learner has to read the word and identify its function. Secondly he has to frame a meaningful word group by adding a word to the earlier one. The next learners have to do an additional exercise in the form of internalising the content of the already formed sentence and also foresee further framework of the sentence as well. Thus the game is a composite one wherein different abilities of the learner are put to test.

A few examples of the sentences are shown below.

1. ತೈನಾತಿಸಿದೆ.
2. ಪುರಸಭೆಗೆ ತೈನಾತಿಸಿದೆ.
3. ಮುಳಬಾಗಿಲಿನ ಪುರಸಭೆಗೆ ತೈನಾತಿಸಿದೆ.
4. ನೇಮಕಮಾಡಿ ಮುಳಬಾಗಿಲಿನ
ಪುರಸಭೆಗೆ ತೈನಾತಿಸಿದೆ.
5. ಅಧಿಕಾರಿಯಾಗಿ ನೇಮಕ ಮಾಡಿ ಮುಳ
ಬಾಗಿಲಿನ ಪುರಸಭೆಗೆ ತೈನಾತಿಸಿದೆ.
6. ಮುಖ್ಯ ಅಧಿಕಾರಿಯಾಗಿ ನೇಮಕ ಮಾಡಿ
ಮುಳಬಾಗಿಲಿನ ಪುರಸಭೆಗೆ ತೈನಾತಿಸಿದೆ.
7. ಆದೇಶಗಳವರೆಗೆ ಮುಖ್ಯ ಅಧಿಕಾರಿಯಾಗಿ
ನೇಮಕ ಮಾಡಿ ಮುಳಬಾಗಿಲಿನ ಪುರ
ಸಭೆಗೆ ತೈನಾತಿಸಿದೆ.
8. ಮುಂದಿನ ಆದೇಶಗಳವರೆಗೆ ಮುಖ್ಯ ಅಧಿ
ಕಾರಿಯಾಗಿ ನೇಮಕಮಾಡಿ ಮುಳಬಾಗಿಲಿನ ಪುರಸಭೆಗೆ
ತೈನಾತಿಸಿದೆ.

9. ಸಹನಿರ್ದೇಶಕರನ್ನು ಮುಂದಿನ ಆದೇಶಗಳವರೆಗೆ ಮುಖ್ಯಾಧಿಕಾರಿಯಾಗಿ ನೇಮಕಮಾಡಿ ಮುಳಬಾಗಿಲಿನ ಪುರಸಭೆಗೆ ತೈನಾತಿಸಿದೆ.
10. ಕಚೇರಿಯಲ್ಲಿರುವ ಸಹನಿರ್ದೇಶಕರನ್ನು ಮುಂದಿನ ಆದೇಶಗಳವರೆಗೆ ಮುಖ್ಯಾಧಿಕಾರಿಯಾಗಿ ಮುಳಬಾಗಿಲಿನ ಪುರಸಭೆಗೆ ತೈನಾತಿಸಿದೆ.
11. ವಿಭಾಗಾಧಿಕಾರಿಗಳ ಕಚೇರಿಯಲ್ಲಿರುವ ಸಹನಿರ್ದೇಶಕರನ್ನು ಮುಂದಿನ ಆದೇಶಗಳವರೆಗೆ ಮುಖ್ಯಾಧಿಕಾರಿಯಾಗಿ ಮುಳಬಾಗಿಲಿನ ಪುರಸಭೆಗೆ ತೈನಾತಿಸಿದೆ.
12. ಬೆಂಗಳೂರು ವಿಭಾಗಾಧಿಕಾರಿಗಳ ಕಚೇರಿಯಲ್ಲಿರುವ ಸಹನಿರ್ದೇಶಕರನ್ನು ಮುಂದಿನ ಆದೇಶಗಳವರೆಗೆ ಮುಖ್ಯಾಧಿಕಾರಿಯಾಗಿ ಮುಳಬಾಗಿಲಿನ ಪುರಸಭೆಗೆ ತೈನಾತಿಸಿದೆ.

In the above sentence there are 12 words and a group of twelve can take part in this exercise or it can be rotated among a small group of, say, four or five.

1. ದೊಡ್ಡ
2. ದೊಡ್ಡ ಕಲ್ಲಿನ
3. ದೊಡ್ಡ ಕಲ್ಲಿನ ಗೋರಿಗಳನ್ನು
4. ದೊಡ್ಡ ಕಲ್ಲಿನ ಗೋರಿಗಳನ್ನು ಕಟ್ಟುತ್ತಾರೆ.
5. ಮರುಭೂಮಿಯಲ್ಲಿ ದೊಡ್ಡ ಕಲ್ಲಿನ ಗೋರಿಗಳನ್ನು ಕಟ್ಟುತ್ತಾರೆ.
6. ಜನರು ಮರುಭೂಮಿಯಲ್ಲಿ ದೊಡ್ಡ ಕಲ್ಲಿನ ಗೋರಿಗಳನ್ನು ಕಟ್ಟುತ್ತಾರೆ.
7. ದೇಶದ ಜನರು ಮರುಭೂಮಿಯಲ್ಲಿ ದೊಡ್ಡ ಕಲ್ಲಿನ ಗೋರಿಗಳನ್ನು ಕಟ್ಟುತ್ತಾರೆ.

8. ಆ ದೇಶದ ಜನರು ಮರುಭೂಮಿಯಲ್ಲಿ ದೊಡ್ಡ ಕಲ್ಲಿನ ಗೋರಿಗಳನ್ನು ಕಟ್ಟುತ್ತಾರೆ.
9. ಹಿಂದಿನಿಂದಲೂ ಆ ದೇಶದ ಜನರು ಮರುಭೂಮಿಯಲ್ಲಿ ದೊಡ್ಡ ಕಲ್ಲಿನ ಗೋರಿಗಳನ್ನು ಕಟ್ಟುತ್ತಾರೆ.
10. ಬಹಳ ಹಿಂದಿನಿಂದಲೂ ಆ ದೇಶದ ಜನರು ಮರುಭೂಮಿಯಲ್ಲಿ ದೊಡ್ಡ ಕಲ್ಲಿನ ಗೋರಿಗಳನ್ನು ಕಟ್ಟುತ್ತಾರೆ.
11. ಬಹಳ ಹಿಂದಿನಿಂದಲೂ ಆ ದೇಶದ ಜನರು ವಿಶಾಲವಾದ ಮರುಭೂಮಿಯಲ್ಲಿ ಬಹು ದೊಡ್ಡ ಕಲ್ಲಿನ ಗೋರಿಗಳನ್ನು ಕಟ್ಟುತ್ತಾರೆ.
12. ಬಹಳ ಹಿಂದಿನಿಂದಲೂ ಆ ದೇಶದ ಜನರು ವಿಶಾಗುವಾದ ಮರುಭೂಮಿಯಲ್ಲಿ ಬಹು ದೊಡ್ಡ ಕಲ್ಲಿನಗೋರಿಗಳನ್ನು ಕಟ್ಟುತ್ತಾರೆ.

There are 12 words in the above sentence and a group of 12 can build the sentence.

Depending upon the level of achievement of the learners, the class can be grouped into groups of 3 to 10. In the beginning stages a group of 3 learners can participate and frame short sentences involving only 3 words. Later as the learners' familiarity with the vocabulary and the structure of the language increases, the learners may be grouped into bigger groups.

The learners may also be asked to write the sentences in their note books. The tasks may also be related to the sentences and structures used in the textbooks.

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GAME 33

Sentence Builder Disc

Aim of the Game : To develop sentence building ability

Type of the Game : Both individual and group

Requirements : Two discs of radius 3"

This game is suitable for basic, intermediate levels and can be introduced once the nature of sentence construction in Kannada is known. Whereas the set-up for the game is the same as the one described for 'Word Builder Disc', in the lower disc, instead of letters, words of different categories are put. The lower disc may have two, three, four or five segments depending upon the constituents of the sentence expected of the learners. Some types of sentences are given below.

ಅದು ಮನೆ.

ಅವರ ಪುಸ್ತಕ.

ಹುಡುಗ ಮನೆಗೆ ಹೋಗುತ್ತಾನೆ.

ಅವರು ನಾಳೆ ಬರುತ್ತಾರೆ.

ನಮ್ಮ ಊರು ಹಾಸನ.

ಅವನು ಪಾಠ ಓದಲ್ಲ.

ನಾವು ಮನೆಯನ್ನು ಕಟ್ಟುತ್ತೇವೆ.

ನನಗೆ ಹಾಲು ಬೇಕು.

ಅವನು ಒಳ್ಳೆಯವನು.

ಈ ಊರು ಚಿಕ್ಕದು.

In the initial stages the sentence builder disc should have words both inflected and non-inflected in full form. Some weightage is given for the structure of the sentence as well. The completely correct sentences are given scores. If there are four segments one of them may have some functional affixes. However, such a separation may not be resorted to in the initial levels.

Method of play

The game may be played in two ways. In the first instance the learners are required to choose words within a segment and build sentences in which case a single segment should have a mixed bunch of different categories. In the second instance the learners are required to choose words across segments in a specified sequential order and build up sentences. In this case each segment of the disc will have words of a single grammatical category.

Scoring for the game is dependent on the length of the sentence. Length will be measured in terms of number of words in a single sentence. The scoring may also be in favour of the variety in the derivation of sentence types. However, this variable can only be considered at slightly advanced stages. For scoring purposes a sentence that has both the subject and predicate will be given additional weightage. Alternatively, if the teacher is able to list out all possible sentences which could be formed from a given set of words, the number achieved by the learner in relation to the total number possible could also be a form of scoring, in which case the learner would also know the potentiality of the given frame.

GAME 34

I Spy

Aim of the Game : Identification of objects and developing oral expressions

Type of the Game : Individual

Requirements : Pictures of objects, people of different professions, animals, etc.

The game is a good identification exercise for beginners. The game is ideal for second language teaching situation or early stages of mother tongue teaching. The teacher may utilise for this the vocabulary items he has taught in the class or the words introduced in the textbook. Pictures of some objects of frequent use, people of different professions, animals are kept in a box.

Method of play

The teacher takes out a picture from the box. He looks into it and without showing it to others he tells the learners 'I have an object beginning with the letter ತ,' (ತ, ಕಾ, ಪ, ದ,) etc. He may give very briefly the nature and use of the object. If the name of a body part, its location, function can be given.

Now the learners one by one start guessing the word. For example if the teacher says the word begins with the letter 'ತ' the learner starts recalling such words as

ತಲೆ 'head'

ತಟ್ಟೆ 'plate'

The letters are so selected that they represent only already introduced and familiar words.

The pictures may be either drawn or cut. Pictures may be pasted on a cards of 2" x 2" size.

The game is a good exercise for developing speaking ability among learners. It could be extended to some of the problem sounds of phonology in which case the letters and words selected should concentrate on the problem sounds. By doing so the learners are made to separate the sounds time and again which would act as good reinforcement. Further the game also provides the teacher with an opportunity to revise the vocabulary items already taught in the class. With limited time allowed to the learners and played at a fast pace the game will be very interesting.

Scoring

Five points are awarded for each word. Played between two group of learners the teacher may fix the number of questions and tabulate the scores to decide the winner.

GAME 35

Make a Story

Aim of the Game : To develop individualized writing

Type of the Game : Individual

Requirements : Cartoon quips or pictures depicting the events of a story

Making of stories by beginners involves individual efforts on the part of learners. This game can be played in different ways taking into account the level of language attainment of the learners.

a. In the initial stages pictures showing the details of events of a familiar story are supplied to the learner. The pictures are numbered serially in the same order in which the events of the story occur. The learners are required to write (or say orally, if the game is played as an oral game) a couple of appropriate sentences about the events shown in the picture. Thus they arrive at the story. The learners are also required to bear in mind the already framed utterances, and to maintain the continuity. Scoring for this game is based on the correctness and the appropriateness of the sentences to the events of the pictures. The learners get + 2 points for a correct and appropriate sentence. If the sentence is correct but not appropriate to the events he gets + 1 only. If the sentence is appropriate but incorrect in formation the learner gets only + 1.

b. Alternatively the pictures may be arranged in a sequence. The learners are asked one by one to say a sentence regarding the picture. The number of learners in a group will be the same as the number of pictures that make a complete story. The pictures are shown one by one. The sentences told by the learners are written on the black

board. Alternatively each member of the group writes the sentence on the board and the group as a team completes the story. When the story is complete the group may be given as many points as the number of pictures that exist. If a particular learner either fails to give the appropriate sentence or misses the link in the story the teacher may correct the sentence or provide the correct answer but discredit the group with as many points as the number of wrong sentences or failures as the case may be. For both the games the cards could be mounted or pasted on a board with sequential numbers written boldly.

In slightly advanced stages the pictures need not have serial numbers. The pictures pertaining to one story may be put together, shuffled well and given to the learners. The story may be told orally prior to playing the game, or a very familiar story may be chosen for the purpose. The stories narrated in the text books, historical events and other types of narration could be used effectively as source material for this, and some of the learners who are good at painting or drawing can provide the pictures or drawings. Cartoon quips which contain more than two pictures and involve short narrations could also be used.

The learners either individually or in groups are required to arrange the pictures in proper order to make it a complete story and write down the story in their note books. Two points for each picture are allocated, one for the correctness of language expression, and one for the appropriateness of the sentence to the events, depicted in the picture.

The teacher may note that in the narration of a story or an anecdote some of the tense forms could be given special attention. Some stories could be narrated in simple past and few others in present continuous tense in union with the occurrence of events of a story. The teacher may either design the story to a particular type of narration or issue instructions to the learners suitably to use a particular tense.

GAME 36

Combine and Write

Aim of the Game : Practise of dative case inflections

Type of the Game: Individual

Requirements : Cards displaying dative case inflection

The dative case is used for a number of purposes. It is used,

- a. when a noun is the 'goal' of a verb of motion, as in

manege hoode 'I went to house'

uurige hoode 'I went to village/town'

aaṭakke bande 'I came to play'

- b. when a noun is the recipient of 'benefaction' (when some thing is given to someone or something) as in

avarige koṭṭe 'I gave to him (hon.)'

danakke hoḍede 'I beat the cattle'

In this game only the first two case relationships are dealt with.

Three dative case markers are employed in Kannada.

They are **-ge**, **-kke**, and **-ige**.

1. Irrational nouns ending in **-a** and neuter determinants (including numerals) take **-kke**. Whereas in the case of the former **-kke** is added to the nominative form, in the case of the latter it is added to the oblique stem.

marā	+ kke	——	marakke	'to the tree'
kelasa	+ kke	——	kelasakke	'to the work'
id(u)a	+ kke	——	idakke	'to this'
muur(u)a	+ kke	——	muurakke	'to three'

2. **-ge** is added to nouns ending in **e** or **i**.

mane	+ ge	——	manege	'to the house'
tale	+ ge	——	telege	'to the head'
naayi	+ ge	——	naayige	'to the dog'
bhuumi	+ ge	——	bhuumige	'to the ground'

3. **-ige** occurs after **'a'** ending rational nouns and other nouns ending in **'u'**. The final enunciative vowel is lost in the process.

haavu	+ ige	——	haavige	'to the snake'
niiru	+ ige	——	niirige	'to the water'
raama	+ ige	——	raamanige	'to Rama'
tamma	+ ige	——	tammanige	'to brother (young)'
akka	+ ige	——	akkanige	'to sister (elder)'
vimala	+ ige	——	vimalaḷige	'to Vimala'

This game is designed to practise the formation of dative case inflections. Sets of cards for each of the above three types of dative case inflections may be prepared. Nouns which fall into these classes may be put on cards.

Method of Play

The game may be played both as an oral game and as a writing game.

Oral game

This game may be played by individual learners or between two groups of learners. If played as an individual game the task entrusted

to the learners involves picking of one card at a time and attach the suitable dative marker and say orally the resultant form. However the game may be played only after the learners are familiar with the dative suffixes. If the game is to be played as a group game the class may be divided into manageable groups of 20 learners each. Each group has 20 cards with them. A member of the first playing group takes out a card and shows it to a member of the opposite group right in front. If the member of that rival group gives the correct answer the group gets + 1 point. Now the second group takes its turn and shows the card to a member of the first group. Later the turn is transferred.

Writing game

At the top of the black board the teacher may write all the three dative case markers column-wise. One learner at a time or one member of a group picks a card displaying the noun and writes the dative case form of the noun below the corresponding case marker on the black board. If the scores are tabulated individually the scores are given to each learner, and if the scores are tabulated group-wise the group gets +1 point. In writing the answer, +1 point is given for a completely correct answer ; for an answer comprising of spelling errors half is deducted.

GAME 37

Know the Postpositions

Aim of the Game : Practice of postpositions following specific case markers.

Type of the Game : Individual/Group

Requirements : Word cards for postpositions.

Postpositions are added to the end of noun phrases usually after a case marker to indicate time, location, instrumentality, object of action, association, etc. Whereas some of the postpositions are typical of spoken Kannada, some are characteristic of literary Kannada.

Postpositions fall into the following categories.

- a. Postpositions following genitive marker.
 - b. Postpositions following dative marker.
- a. Postpositions occurring with genitive case marker are typically time expressions as in *ninneya tanaka* 'till yesterday' or expressions of location as in *maneya hattira* 'near the house'. The following are some more examples.

	Literary Kannada	Spoken Kannada	Gloss
tanaka	manaya tanaka	manetanaka	'upto the house'
	ninneya tanaka	ninnetanaka	'till yesterday'
	hattara tanaka	hatra tanaka	'till ten'
varege	tootada varege	tootadvarege	'upto the garden'
	naaleya varege	naale varege	'till tomorrow'

keḷage	tatṭeya keḷage	tatṭe keḷage	'below the plate'
	marada keḷage	marad keḷage	'under the tree'
horage	uurina horage	uura horage	'outside the town'
oḷage	deesāda oḷage	deesadolge	'within the country'
munde	deevāra munde	devar munde	'in front of God'
hinde	maneya hinde	mane hinde	'behind the house'
kaḍe	aakaśāda kaḍe	aakasadkaḍe	'towards the sky'
sutta	bhuumiya sutta	bhuumisutta	'around the earth'
baḷi	kereya baḷi	kere baḷi	'near the tank'
pakkadalli	nanna pakkadalli	nan pakkadalli	'beside me'
madhye	uurina madhye	uura madhye	'at the centre of the town'

Similarly other postpositions naḍuve 'in between', buḍadalli 'at the root', tūdiyalli 'at the peak' balakke 'to the right', eḍakke 'to the left', hindakke 'to the back', mundakke 'to the front', uttarakke 'to the north', dakṣiṇakke 'to the south' jote 'with' joteyalli 'along with', oḍane 'with', kuḍa 'with', ondige 'accompanied by', sangāda 'with' kaiyalli (kaili) 'through him', horatu 'without' are followed by genitive case marker.

b. Postpositions with dative.

A small number of postpositions follow the dative case marker and those are mainly time and place expressions. Some of the examples are as follows :

munce	'before'	uṭṭakke munce snaanakke hince	'early to eat, late to bath'
modalu	'before'	uṭṭakke modalu uppinakaayi	'pickles before meals'

aagi	'for'	avarigaagi (avarige + aagi) 'for him (hon.)'
		nanagaagi (nanage + aagi) 'for me'
inta	'than'	adakkinta 'than it'
		avaniginta 'than he'
ooskara	'for the sake of'	nanagooskara 'for the sake of me'

The postposition kaḍe 'place, side, direction' follows the genitive. It is used individually or with -alli, the locative marker, particularly the place adverbs meele 'above', keḷage 'below'

meelgaḍe	'above' 'at the top'
keḷgaḍe	'below, at the bottom'
meelugaḍeyalli	meelgaḍe (eli)
keḷagaḍeyalli	keḷagaḍe (eli)

Note that in the above type of construction the 'k' of kaḍe becomes voiced in the compound formation.

Some postpositions which are by character adverbs occur with adjectival participles.

kuuḍalee	'immediately'	banda kuuḍalee	'immediately on coming'
		ṭanda kuuḍalee	'immediately on bringing'
aaga	'at that time'	taruvaaga	'while bringing'
		hoodaaga	'at the time of going'
aṣṭaralli	'meanwhile'	tinnuvaṣṭaralli	'before eating'
		hooguvaṣṭaralli	'before going'

aştarolage	'meanwhile'	ooduvaştarojage	'before reading'
	'before that'		
		haakuvaştarojage	'before putting'

The above mentioned post positions occur frequently in conversation and in continuous writing, whether it be short story, novel or other form of narration. The following game serves as a good exercise for practising the case marker preceding the postpositions. The game is suited to intermediate level learners as familiarity with case markers is essential. Two games are presented here.

- a. The teacher may list some of the frequent post positions and write them on the blackboard. Some familiar objects like books, paper weights, pieces of chalk, ink bottle, eraser, spoon, box, pencil, stone, ball, etc., may be kept at different places for example on the table, below the bench, on the window, beside the chair, behind the black board, behind the door, etc. Each learner is required to locate the objects, use the appropriate post positions and either write down or say orally clearly the location of the object. At a time ten such tasks may be assigned. For completing ten tasks a specific time, say 2-5 minutes in the beginning and 2 minutes for slightly advanced learners may be given. It is also possible to make the game more interesting by gradually introducing a few unfamiliar objects which ensures knowledge of more and more objects. The game is suitable for small classes where there is space to move about. More interestingly some objects small and easily transportable could be hidden in the class and 10 students at a time may be asked to identify the objects and write exactly where they are located. Scores are awarded for the correct identification of object and precise description of location.
- b. Where facilities of the above said type are not available instead of actual objects picture may be used. For example, the drawing room in a house, a class room, a garden with several trees around amidst pond, benches, etc., a kitchen, head master's chamber, etc., provide opportunities for introducing a wide variety of things.

The learners may be asked to see the pictures. Then several questions of the type 'Where is the clock?', 'What is behind the door?', 'What is hung from the terrace?', 'Where is the pillar?' etc., can be asked. For a picture ten questions can be framed. Given a time limit of 10 mts, the learners are required to answer the questions either orally or in writing. For time postpositions instead of pictures anecdotes, stories may be employed.

Scoring depends on the number of tasks assigned. If 10 objects are to be located 10 points are awarded. However, the emphasis should be on the correct postpositions and the case marker added to the noun.

GAME 38

Put the Word in Right Spot

Aim of the Game : Increasing vocabulary control and to improve reading.

Type of the Game : Individual/group

Requirements : Reading passages.

The game may be played by elementary and intermediate learners. The primary motive is to make the learner read a word in isolation fit it in an appropriate space in a text.

In order to play this game a short passage of about 250-300 words is chosen. The complexity of the passage may be adjusted to the ability of the learners. Preferably the passages may be taken out of the text book, or chosen from popular children's literature suitable to the age group and linguistic achievement of the learners.

The following is an example :

ಸಭೆಯಲ್ಲಿ ಹಾಜರಾಗಿದ್ದ ಎಲ್ಲಾ ನಿರ್ದೇಶಕರು ಮತ್ತು ಉಪ
ನಿರ್ದೇಶಕರು ಮೇಲ್ಕಂಡ ಎರಡು ತಿಂಗಳುಗಳಲ್ಲಿ.....ಪ್ರಗತಿಯು
ಬಗ್ಗೆ ಸೂಚಿಸಿದ ಕೆಲವು ಕಾರಣಗಳು ಅಷ್ಟೊಂದು ಸಮಾಧಾನಕರವಾಗಿಲ್ಲ. ಆದ
ಕಾರಣ ಅವರುಗಳು.....ಎರಡು ತಿಂಗಳುಗಳಲ್ಲಿ ಅಂದರೆ ಜನವರಿ ಮತ್ತು
ಫೆಬ್ರವರಿ 1982 ರಲ್ಲಿ ತಮ್ಮ ಎಲ್ಲಾ ಉಪವಿಭಾಗದ

ಸಾಧಿಸುವ ಬಗ್ಗೆ ನೀಡಿರುತ್ತಾರೆ. ಆದ್ದರಿಂದ ನೀವೂ ಸಹ ನಿಮ್ಮ
 ಗಮನ ಹರಿಸಿ, ಈ ಕಾರ್ಯಾಲಯದಲ್ಲಿ ನಿಮ್ಮ ಉಪವಿಭಾಗಕ್ಕೆ
 ಜನವರಿ 1982 ಮತ್ತು ಫೆಬ್ರವರಿ 1982ರ ಮಾಹೆಗಳಿಗೆ ಗುರಿಯನ್ನು
 ತಪ್ಪದೆ ಸಾಧಿಸ ತಕ್ಕದ್ದು. ಅಲ್ಲದೆ ಕಳೆದ ನಾಲ್ಕು ತಿಂಗಳಲ್ಲಿ ಕುಂತಿತಗೊಂಡಿರುವ
 ಪ್ರಗತಿಯನ್ನು ಸಾಧಿಸತಕ್ಕದ್ದು. ಯಾವ ಕಾರಣದಿಂದಲೂ ನಿಗದಿ
 ಪಡಿಸಿದ ಗುರಿಗಿಂತಲೂ ಪ್ರಗತಿ ಕಡಿಮೆ ಇರಕೂಡದು.

ಆಶ್ವಾಸನೆ, ಕಾರ್ಯಾಲಯಗಳಿಂದ, ಸಹ, ಸಂಯುಕ್ತ, ಮುಂದಿನ,
 ವೈಯಕ್ತಿಕ, ಕುಂತಿತವಾದ, ಸಾಧಿಸಿದೆ, ನಿಗದಿಪಡಿಸಿದ, ಪ್ರಗತಿಯನ್ನು.

While writing the passage the blank spaces may be left for some words which belong to different grammatical categories. These words are however, given at the bottom of the text. To avoid automatic filling, a couple of more words than required may be given.

Method of Play

The learners are given the passages. If there are small number of learners each one may be given a copy of the text and the class may be divided into smaller groups or the passage itself may be written on the board. A definite time limit of say 15 minutes-20 minutes may be allowed. Now the learners are required to read the passage and complete it by filling the given word in appropriate slots within the specified time. They have to return the completed passage within the time. Whoever has filled the slots correctly is the winner.

The game provides good scope for revising lexical classes. The teacher may emphasise particular grammatical categories in each passage. For example, one passage may contain oblique forms of

pronouns, nouns, verbal nouns, relative participles time and place adverbs, true and derived adjectives, etc. Though the nature of the grammatical item need not be emphasised, after some practice the learners should be able to identify the grammatical properties of vocabulary item inductively. As the sentences are to be read several times to decide the appropriateness of the word, it will be a good reading.

GAME 39

Not at Home

Aim of the Game : Teaching grammatical/Semantic categories of words

Type of the Game : Individual/group

Requirements : Word Cards

The game is designed to teach/practice grammatical and semantic categories of Kannada words. The game is suited to intermediate level learners who are fairly thorough with the parts of speech of Kannada, at least the major grammatical categories like nouns, verbs, adjectives (colour, demonstration numeral) adverbs (time, place and action), pronouns etc. It is not important to know the grammar as such, but at least the major word categories. They should have the ability to identify the functions of these categories as well. However, under each head several smaller categories such as, mass nouns, count nouns, animate, inanimate, rational, irrational verbs-transitive, intransitive causative, non-causative, etc., could be practiced which ultimately lead to grammar learning.

The teacher has to list some words for each of the categories. Words for each of the above categories are listed below :

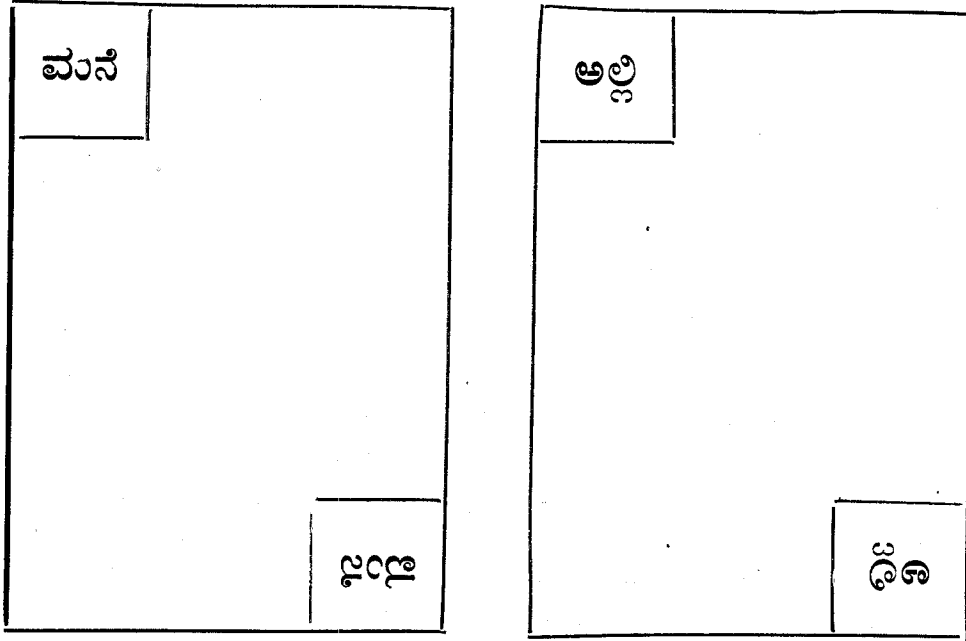
N—Nouns	ಮನೆ ಹುಡುಗ ರವಿ ರಾಗಿ ಕಾಲು
Vt—Verb-Transitive	ಓದು ತಿನ್ನು ನೋಡು ಕಳಿಸು ಹಿಡಿ
Aj—Adjective	ಸುಂದರ ಕೆಲವು ಒಂದು ಹೊಸ ತೆಳುವಾದ

Ad— Adverb

ಅಲ್ಲಿ ಇಲ್ಲಿ ಜೋರಾಗಿ ಸಂಜೆ ನಾಳೆದ್ದು

Vit—Verb-Intransitive ಮಲಗು ಏಳು ಹಾರು ಬಾ ಹೋಗು

These words, individually, should be put then on cards of size 3''x1'' as shown below.



With the word written on both the left top and right bottom corners inverted, the cards resemble playing card could easily be held in left hand.

To start with only two to four players can take part each representing a particular grammatical category. If more grammatical categories are introduced to the game more pupils can join.

Method of Play

The main aim of the learners is to group the words belonging to a particular class. The teacher can take 10 noun cards, 10 verb cards,

10 adjective cards and 10 adverb cards and shuffle them all well. He distributes 10 cards to each of the four learners. They are required to hold the cards in their left hand facing them so that no one can see the cards. Now the learners are required to start grouping the cards. The teacher can illustrate by a few examples what cards belongs to what category. He will also assign roles for each learner, i.e., the cards he has to group. The first player (to be decided by a coin, or card upside down) if he is grouping noun cards asks a particular person if he has got a noun card. If the person approached, has the card with him he has to say 'yes' 'at home' and give the card to the player. Now the player has another chance to ask for more cards. If a particular player does not have the card asked for, he has to say 'not at home' and with this he will take his turn. Now he will ask other player if they have.....card with them depending upon the category he is grouping. Like this the game goes on. It is necessary that the teacher watch the proceedings as some may not be able to locate the particular card as belonging to the category asked for, in the beginning. The game may continue till all others complete the grouping of their respective categories. This game may be extended to semantic categories of word such as body parts, food, grocery, agricultural implements, dress material, ornaments, animals, (domestic, and wild) plants, kinship terms, professions, school equipments expression (qualities of person), games, directives, time indicators diseases, colours, coins, weeks, public places, places of interest, transport vehicles, names of flowers, adjectives of shape and size etc., may be introduced.

It would be more interesting if each player can compile multiple categories. If 12 cards of 8 categories are put in play each player has to compile three or more categories. After all the cards are compiled each one hides the cards he has compiled without giving the clue as to how many categories he has compiled. The last player to complete the compiling starts collecting all the cards (categorywise) from different persons. If the persons approached has a particular card set say 'no cards' with him he has to give it to the asker. If he does not have he

will wrest the chance to ask for card sets. This exercise is a battle of wits. If there are more number of people and more categories, then the pupils have to remember the following :

- a. No. of categories put into play.
- b. No. of player who have compiled cards.

If the item in the cards are also to be remembered just like the cards game, it would be much more interesting. For example :

Category	Items
1.	mane, haalu, uuru, taayi
2.	kappu, kempu, cikka, olleya
3.	tinnu, heelu, oodu, nagu
4.	olage, meelee, kelage, horage
5	aštu, svalpa, konca, eštu

In this case the learners have to remember the individual item in play. With the identity of each item known, the pupils have to really act with alacrity to guess who has which card with him.

In the final phase, one who completes collecting all the sets of the cards is the winner.

GAME 40

Switch the Style

- Aim of the Game* : Introduction to different styles of the language—spoken & written.
- Type of the Game* : Individual/group.
- Requirements* : Chart with stories, speeches written in one of the two styles.

Like many South Asian languages, in Kannada also spoken language differs to an extent from the spoken version of the literary language. In Kannada this difference does not impede mutual intelligibility generally speaking.

The differences between spoken and written versions are noticeable in phonology, morphology, syntax and lexicon, some of the examples are listed below.

a. delation of the word final vowel/consonant/syllable

written	spoken	gloss
naanu	nan	'I'
niinu	niin	'you'
avanu	avan	'he'
raamanu	raama	'Rama'
bandanu	banda	'came'
hoogiri	hoogi	'go (hon)'

b. deletion of word-medial vowel/consonant/syllable

written	spoken	gloss
petṭige	peṭge	'box'
bengalūuru	benglūr (u)	'Bangalore'
kelasa	kelsa	'work'
pustaka	pustka	'book'
hoogutteene	hoogteene/ hoogtiini	'(I) go'
kanasu	kansu	'dream'

c. insertion of a vowel between the consonants of the consonant cluster (mostly for Sanskrit borrowed words)

praṇa	paraṇa	'life'
priiti	piriiti	'love'
traṇa	taraṇa	'strength'

d. simplification of suffixation

(i)	doḍḍavaru	doḍḍooru	'elder people'
	cikkavaru	cikkooru	'younger people'
(ii)	ooduvudakke	oodoodakke/ oodookke	'to read'
	tinnuvudakke	tinnoodakke/	'to eat'
(iii)	maaḍutteene	maaḍteene/ maaḍtini	'(I) do'
	aaḍuttaale	aaḍtaale	'(she) plays'
(iv)	maneyalli	maneeli	'in the house'
	giḍavannu	giḍaana	'tree (obj.)'

	daariyalli	daariili	'in the street'
	haṇavannu	haṇaana	'money (object)'
(v)	haaḍuvudarinda	haaḍoodrinda	'by singing'
	keeluvudarinda	keeloodrinda	'by asking'
(vi)	hoogabahudu	hoogbaudu/ hoogboodu	'may go'
	noodabahudu	noodbaudu/ noodboodu	'may see'
(vii)	baruvudilla	baroodilla/ baralla	'don't come'
	muccuvudilla	muccoodilla/ muccoolla	'don't close'
(viii)	baredavaru	bardavru/ bardooru	'who has written'
	haaḍidavaru	haaḍdovru haḍdooru	'who has sung'
(ix)	bareda	barda	'that which is written'
	noodida	noodda	'that which is seen'

e. Use of unaspirated for aspirated consonants :

bhatta	batta	'paddy'
kathe	kate	'story'
nidhaana	nidaana	'slower'
madhyaanha	madyaanha/ madyaanna	'afternoon'

bhandana	bandana	'arrest'
samsthe	samste	'institution'

f. merger of s, ṣ and ś into two s and s or one s

viṣa	visa	visa/isa	'poison'
śistu	śistu		'discipline'
paṣa	paasa		'cord'
viśeṣa	viseesa	viseesa/iseesa	'special'
śeṣa	seesa		'remainder'
śoṣane	soosane		'exploitation'
aṁsa	amsa		'portion'
śikṣe	sikse		'punishment'
praṣne	prasne		'question'

g. sv- cluster reduced to so-

svanta	sonta	'own'
svacca	socca	'clean'
svara	sora	'tone'
svaami	soomi/saami	'a form of address'
svattu	sottu	'property'
svapna	sopna	'dream'
svabhaava	sobaava	'nature'

h. vya- cluster reduced to ya-

vyakti	yakti	'person'
vyavasaaya	yavasaaya	'agriculture'

i. Conversion of isolated forms.

As a prelude to the game, the teachers may prepare separate lists of words which undergo change for spoken and written. Words may be listed covering each of the above cited phenomenon. The examples may be taken from the language of every day use, text books or teaching material designed for the learners, etc. It is also important to make aware of the diglossic nature of Kannada and some exposure in the form of real speech in a situation, cinema, drama, recorded dialogues, interview, news bulletins, platform speech is required. This gains more importance if it is a second language teaching situation. In order to make clear the conversion rules, and to highlight some of the characteristic features such games may be planned.

The simplest form of the game is to elicit the spoken form for written and written form for spoken

The following steps may be followed.

1. Divide the class into two groups.
2. Each learner is given a chance to pick a card and ask the corresponding spoken or written form for a word.
3. Any member/a particular member of the rival group (identified by serial No., position, etc.) may answer the question.
4. After one question, the next member picks another card and questions the rival member.
5. Scores of +1 for a correct answer, 0 for a wrong answer is awarded.
6. The total scores of the group are tabulated after one complete round, i.e., each member having one turn of his.

Alternatively each learner can be given a set of 10, 20 or 30 cards

huli gili 'tigers or other animals like tiger'.

mane gine 'houses or other buildings'

tiṇḍi paṇḍi 'snacks and other munchies'

(in the last example **pa** is used with the main word **tiṇḍi** to indicate conjunction as opposed disfunction mentioned in the earlier examples.)

(ii) **beekee beeku** 'I definitely want'

hoogee hogbeeku 'definitely go'

(iii) **maḷe paṭa paṭa hoḍiitu**

'rain fell with **paṭa paṭa** sound'

paṭaaki caṭa caṭa siḍiyitu

'cracker exploded with **caṭa caṭa** sound'

(iv) **band(u) bandu** 'to come frequently'

avanu band bandu tondare koḍtaane.

hakkina hoḍdhoḍdu saayistaane.

'kill the bird after beating it'

There are many such examples. Only a few are mentioned here. It is important to make the learner aware of these differences so that he can switch over to different styles of speech depending upon the need of the hour. There are many ways of achieving this.

- i. conversion of isolated forms
- ii. dialogue completion
- iii. narration
- iv. identification of colloquial forms in continuous texts.

vyavahaara	yavaara	'transaction'
vyavasthe	yavasthe	'arrangement'

i. initial/medial 'h' loss

(i) haasu	aasu	'to spread'
haaruva	aaruva	'flying/brahmin'
haara	aara	'garland'
(ii) aahvaana	aavaana	'invitation'
aahlaada	aalaada	'pleasure'
madhyaanha	madyaana	'afternoon'
braamhaṇa	braamṇa	'brahmin'

j. l and ḷ merging to l

booḷu	boolu	'bald'
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k. deletion of case markers

jayaraamanu	jayaraama	'Jayarama (noun)'
hanumantanu	hanumanta	'Hanumanta (noun)'
hullannu	hullu	'grass (object)'

- hasu hullannu tinditu — hasu hullu tinditu —
'The cow ate the grass'

avanu haṇṇannu tindu sippeyann esedanu
avanu haṇ tindu sippe esda —
'He ate the fruit and threw the rind'

l. frequent use of echo words, reduplication.

- i. Some words are partially reduplicated with another syllable (usually gi- or pa-) before the partially reduplicated portion to mean 'x and things like it'

at a time. He may be asked to write for a given word the corresponding spoken or written word as the case may be in a definite time. In slightly advanced stages of learning the learners may even be asked to use both spoken and written in two different sentences.

ii. Dialogue completion

Dialogue, in day to day activities, is one form of speech activity which involves copious spoken forms uttered in natural situations. This could be effectively used to make the learners familiar with the spoken style. It also provides enormous scope for interspersing tag forms, intonation variations characteristic of spoken style, vocabulary items, and idioms typical of the colloquial style.

The teacher may choose a few situations and write complete dialogues covering the activity. Then some of the characteristic colloquial forms, the ones mentioned in the previous paragraph are underlined. Now the same dialogue is rewritten without these forms. One example is given below.

In administering the game the following steps may be followed :

- a. Each learner is given one dialogue.
- b. He/She is given a definite time of 10-15 minutes and is required to complete the dialogue filling in the blank spaces the appropriate forms.
- c. In the preliminary stages a set of words could be given from which the learners may choose the appropriate ones.
- d. Scoring is done on the basis of the number of correct answers.

iii. Identification of colloquial forms in continuous texts.

The continuous text chosen for the purpose may be a story, a selection from a novel, talk a travelogue or an anecdote. The passages

chosen should contain rich and varied examples of colloquialisms involving verb patterns, numerals, negations of the type 'ಅಲ್ಲ' words of continuity ಅಂದ್ರೆ, ಹಾಗಾದ್ರೆ, ಅಂದ ಹಾಗೆ address words ಸ್ವಾಮಿ, ರೀ, ಅಪ್ಪ, ವಂಹರಾಯ (ಮಾರಾಯ) clitics ಆಯಿತು, ಹುಂ, ನೋಡು, ಕಣೋ etc., idioms, proverbs, etc.

The task entrusted to the learners is to read the complete text, identify the colloquial forms and list them.

iv. Narration

Story telling or anecdote telling is one such activity which warrants good, fluent speaking skill as well as the understanding of the spoken nuances, more so if it is an informal context. Learners can be engaged in this type of activity which enables them to pick up the natural flow of the language at optimum speed of conversation. In the early stages, two versions—one written and another spoken—of a single story or anecdote may be given and the pupils may be asked to underline the differences. One example is given below.

a. Written

ಒಂದು ಕಾಡಿನಲ್ಲಿ ಒಂದು ನರಿ ಇತ್ತು. ಒಂದು ಸಲ
ಅದಕ್ಕೆ ತುಂಬಾ ಹಸಿವಾಯಿತು. ಅಹಾರ ಹುಡುಕಲು
ಹೊರಟಿತು. ದಾರಿಯಲ್ಲಿ ಒಂದು ದ್ರಾಕ್ಷಿ ಗಿಡ ಕಾಣಿಸಿತು.
ಗಿಡದಲ್ಲಿ ತುಂಬಾ ದ್ರಾಕ್ಷಿ ಹಣ್ಣುಗಳು ಇದ್ದುವು. ನರಿಯು
ಬಾಯಲ್ಲಿ ನೀರೂರಿತು. ಹಣ್ಣು ಸ್ವಲ್ಪ ಮೇಲೆ ಇತ್ತು. ಆದ್ದು
ರಿಂದ ನರಿ ಹಣ್ಣಿಗಾಗಿ ನೆಗೆಯಿತು. ಒಂದು ಸಾರಿ, ಎರಡು ಸಾರಿ,
ಮೂರು ಸಾರಿ ಹೀಗೆ ಅನೇಕ ಸಾರಿ ನೆಗೆಯಿತು. ಹಣ್ಣು ಎಟುಕ
ಲಿಲ್ಲ. ಆಗ ನರಿ ದ್ರಾಕ್ಷಿ ಹುಳಿ ಎದುಕೊಂಡು ಹೊರಟು
ಹೋಯಿತು.

b. Spoken

ಒಂದ್ಕಾಡ್ಲಿ ಒಂದ್ಕರಿ ಇತ್ತು. ಒಂದ್ಕಲ ಅದಕ್
 ತುಂಬಾ ಹಸಿವಾಯ್ತು. ಆಹಾರ ಹುಡುಕೋದಕ್ ಹೊರಟ್ಟು.
 ದಾರೀಲಿ ಒಂದ್ರಾಕ್ಷಿ ಗಿಡ ಕಾಣಿಸ್ತು. ಗಿಡದ್ ತುಂಬಾ ದ್ರಾಕ್ಷಿ
 ಹಣ್ಣು ಇದ್ದು. ನರೀ ಬಾಯ್ಲಿ ನೀರ್ದಂತು. ಹಣ್ಣು ಕೊಂಚ
 ಮೇಲಿತ್ತು. ಅದ್ರಿಂದ ನರೀ ಹಣ್ಣುಗೋಸ್ಕರ ನೆಗೀತು.
 ಒಂದ್ಸಾರಿ, ಎರಡ್ಸಾರಿ, ಮೂರ್ದಾರಿ ಹೀಗೆ ತುಂಬ ಸಲ ನೆಗೀತು.
 ಹಣ್ಣು ಎಟಿಕ್‌ಲಿಲ್ಲ. ಆಗ ನರಿ ದ್ರಾಕ್ಷಿ ಹುಳಿ ಅಂದ್ಕೊಂಡು
 ಹೊರಟೋಯ್ತು.

The underlined forms are spoken forms of the written versions given above. Whenever such passages are given the teacher may list out these forms and provide a separate key to the passage so that the learners after doing the exercise may check the forms themselves. Alternatively the teacher may dictate a story in the written style first. Later he may repeat the same in spoken style in slow speed. The learners are asked to hear alternatively, list the spoken form whoever is able to identify more forms is the winner.

GAME 41

A Cat in the Basket

Aim of the Game : Learning Synonyms

Type of the Game : Individual

Requirements : Word cards

The game is designed to elicit synonymous words from the learners. The game warrants considerable knowledge of vocabulary through conversation and extensive reading. It is inherently a thinking game and hence more time is to be given to learners.

For this game the teachers may collect some Kannada words which have hidden words within. This hidden word is got by rearranging the letters, deleting one or two letters of the given word. Some examples are as follows :

Word	Citation for answer word	Answer word key
aakaḷu	beelida kelasa maaduvava	aaḷu
arasa	kattinalli haakikoḷḷuva aabharana	sara
upaaya	mane kaṭṭalu modala kelasa	paaya
ookuḷi	saṇṇa tuutu	kuḷi
куруḍa	nuṇupaada goḍeyameele hattuva	uḍa
sagaṇi	illi cinnavuu sigutte	gaṇi
beegane	idarinda tumba tondare	beene

naḍuhagalu	illi aabharāṇa kuuda sigutte	naga
karamacanda	iiduu malagalu sahaaya	manca
yajamaana	nimma lekka tiirisiddiiraa ?	jamaa
harigoolu	idu sattavarige smaarakā	goori
apajaya	aadaruu dhyaana maaḍabahudu	japa
pracaara	idaralli seevaka seeriddaane	caara
oṭṭige	idarinda baṭṭe śubhra	oge
amkuśa	ondu bhaaga yaavudu ?	aṁśa
horage	idu iddare benki irabeeku	hoge
ambara cumbi	a idu nimma citravee. aadare kannaḍiyalli	bimba
	b. iiga niivu tudige bandiddiira	ancu
	c. hiigaadaaga janara goolu aakaśa muṭṭutte	bara
elegattari	a. pagadeyaatakke innondu hesaru	letta
	b. idu iddaruu tengina eleyannu kattarisakuuḍadu	gari
oḍakalu	a. mayyige innondu hesaru	oḍalu
	b. nadi niiru illige seeruttade	kaḍalu
	c. paḍeda meele matte koḍabeeḍave	kaḍa
kaamakastuuri	a. idannu eili haakabeeku ?	makari
	b. namṁuura'li ivana angadi tumbaa aavaśyaka	kaaka
	c. saṇṇa praṇṇiyannu koḍuttade	mari

ujjugoradu	aagalee baayalli niiru bantu	gojju
gidamuulike	aadaru idondu aaṭada saamaanu	gilike
raajamanetana	illi ellavuu joopaana	jatana

The prior arrangement for the game is as follows : The words on the left extreme are written on cards in bold letters. Below the word the citation—a clue for the hidden word—is written. Wherever synonymous word for the hidden word is available the word may be written in a coloured ink instead of the clue. This type is shown below.

A	B
ಕಾಮಕಸ್ತೂರಿ	ರಾಜಮನೆತನ
(ಕಂಕೆ)	(ಜೋಪಾನ)

Method of play

The cards are put in a box. The player has to pick one at a time. He is required to read the citation or the synonymous word and look for a word which gives the exact meaning as described in the citation or the synonymous word. In the examples given above for (a) ಮಕರಿ is the answer and for (b) ಜತನ is the answer.

One limitation of the game is that it cannot be introduced to pupils who do not know either of the synonyms. Hence the game can be useful to learners who already possess enough vocabulary stock, either by contact of literature or other reason but do not use the same frequently. For such learners the game is a good recall exercise.

Scoring

If played individually 10 seconds may be allowed for answering each word. The player has to read the question word aloud and the citation for the benefit of other learners. If the card is big enough it can be shown to the class. Each correct answer fetches 1 point.

GAME 42

Guess the Guest

*Aim of the Game : Practice of the augments
d, n, l, y and v.*

Type of the Game : Individual

*Requirements : Cards displaying the nouns and
case markers.*

In Kannada different relationships between the noun and other constituents of the sentence are conveyed by adding various suffixes to the nouns.

Kannada nouns may end in 'a' (example : haṇa 'money') a (mane 'house') 'i' (daari 'road') and 'u' (haavu 'snake'). Those nouns that end in 'u' have the last vowel as an enunciative vowel and such nouns may be considered ending in a consonant.

The addition of various case suffixes to nouns is facilitated by a slight change in the nouns using consonants such as d, n, l, y, v, or r.

Some of the examples are as follows :

marā + a ——— marada

huḍuga + a ——— huḍugana

akka + a ——— akkaḷa

mane + annu ——— maneyannu

pustaka + annu ——— pustakavannu

adu + a ——— adara

However, the occurrence of these is conditioned as the following rules reveal.

1. 'd' for non-human nouns ending in -a in genitive, locative, instrumental and ablative cases.

Example :

haṇa	+	a	-----	haṇada
mara	+	alli	-----	maradalli
taḷa	+	a	-----	taḷada
mana	+	alli	-----	manadalli
vaara	+	inda	-----	vaaradinda

2. 'n' for masculine human nouns ending in -a that have an optional gender marker. n occurs for all cases except nominative case.

huḍuga (n)	+	annu	-----	huḍuganannu
huḍuga (n)	+	inda	-----	huḍuganinda
huḍuga (n)	+	ige	-----	huḍuganige
huḍuga (n)	+	alli	-----	huḍuganalli
maga (n)	+	annu	-----	maganannu
maga (n)	+	inde	-----	maganinda
maga (n)	+	ige	-----	maganige
maga (n)	+	a	-----	magana
maga (n)	+	alli	-----	maganalli

3. 'l' for feminine human nouns ending in -a which have an optional gender marker l. l occurs for all cases except nominative case.

akka (f)	+	annu	-----	akkaḷannu
akka (f)	+	inda	-----	akkaḷinda

akka (!) + ige	-----	akkaḷige
akka (!) + a	-----	akkaḷa
akka (!) + alli	-----	akkaḷalli
giita + annu	-----	giitaḷannu
giita + inda	-----	giitaḷinda
giita + ige	-----	giitaḷige
giita + a	-----	giitaḷa
giita + alli	-----	giitaḷalli

4. Nouns that end in vowels e, i and u take morphophonemically inserted y, v.

- a. nouns ending in e and i take y. (for all cases except dative)

mane + u	-----	maneyu
mane + annu	-----	maneyannu
mane + inda	-----	maneyinda
mane + a	-----	maneyalli
mane + alli	-----	maneyalli
daari + u	-----	daariyu
daari + annu	-----	daariyannu
daari + inda	-----	daariyinda
daari + a	-----	daariya
daari + alli	-----	daariyalli

- b. (i) nouns ending in 'a' take v (for nominative, accusative cases only)

haṇa + u	-----	haṇavu
haṇa + annu	-----	haṇavannu

pustaka + u ——— pustakavu
pustaka + annu ——— pustakavannu

(ii) 'u' ending nouns take v before dative marker -ige

guru + ige ——— guruvige
magu + ige ——— maguvige

- c. Masculine human nouns ending in u take 'v' in instrumental, ablative and genitive cases.

guru + inda ——— guruvinda
guru + a ——— guruvina
raamu + inda ——— raamuvinda

- d. Other nouns ending in 'u' take -in in all cases except nominative accusative and dative cases. The final 'u' of the base is lost in the process.

uuru + inda ——— uurinda, uurininda
uuru + a ——— uurina
uuru + alli ——— uurinalli

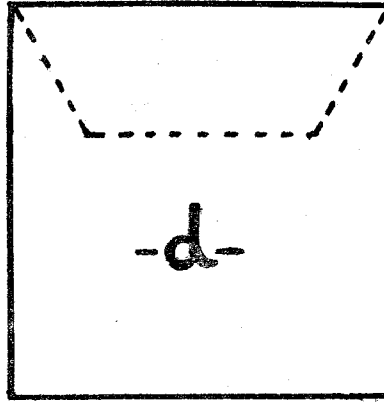
5. (a) r occurs after neuter determinatives adu, muuru, ondu, etc., in instrumental, ablative, genitive and locative cases. The final base vowel is replaced by 'a'.

adu + inda ——— adarinda
adu + a ——— adara
adu + alli ——— adaralli

muur(u) + inda ——— muurarinda
muur(u) + a ——— muurara
muur(a) + alli ——— muuraralli

As revealed by the above rules the insertion of the consonants d, n, l, y or v and v in as part of the morphophonemic change has been developed in the form of a game. The guest mentioned in the title of the game is nothing but the new consonant which enables the combination of the noun and the case marker by its presence.

The game may be played by a set of learners who are already familiar with the case markers, their allomorphs and their distribution. For each of the above mentioned categories teachers may prepare cards displaying the left portion of the sandhi examples given above. Pouches made of polythene sheets or card may be prepared for each of the 'guests' as shown below.



The pouches may be pasted on a wooden or hard board or merely mounted with clips.

Method of Play

The question cards are shuffled well and put in a box. Each learner is asked to pick a card from the box and after applying the rules of morphophonemics guess the guest (what consonant or augment occurs for that particular card) and write the combined form and put the card in the respective pouch.

Whoever guesses correctly and writes the resultant form correctly gets 2 points, one point for each of the two tasks involved. However in the beginning stages, the spelling errors that are made in writing the form may be condoned. If the error is committed in the first task of identifying the augment no score is given.

If the game is played as a group game, a set of learners may be given the shuffled cards and assigned the job of separating the cards on the basis of the similarity in morphophonemic process involved. If a short duration of say 10 seconds is given for each learner to guess the answer the game will be more interesting.

GAME 43

Detect and List Differences

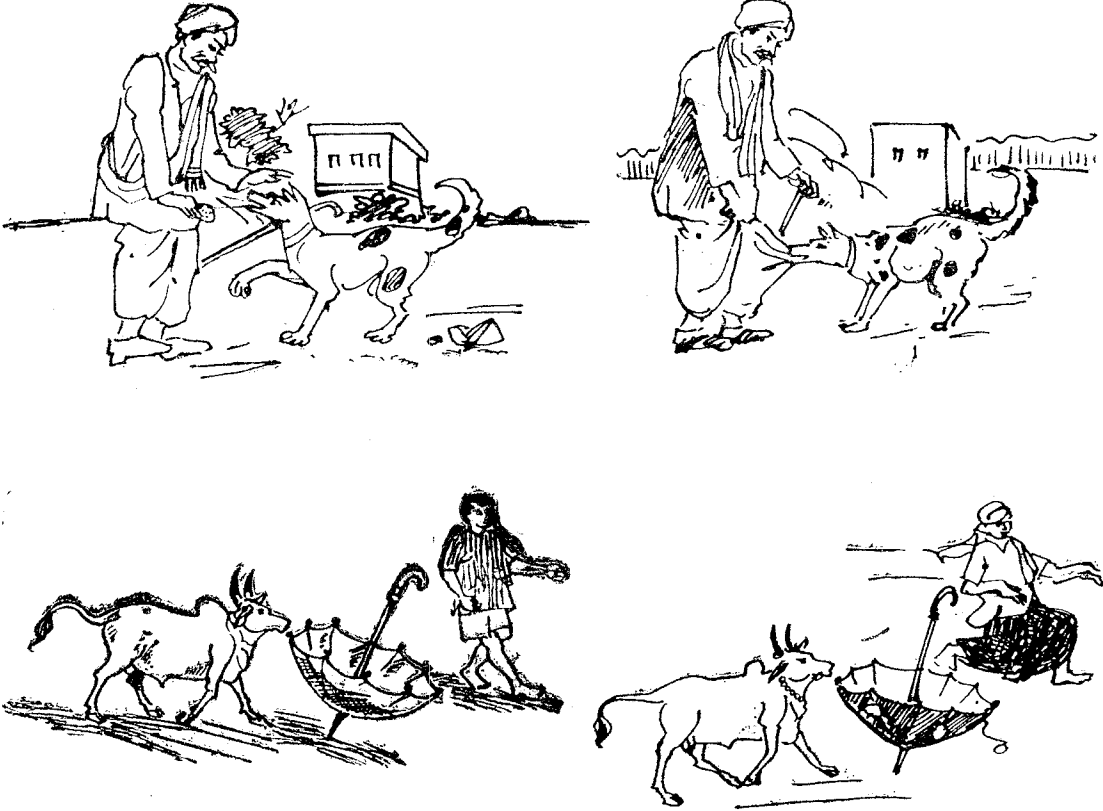
Aim of the Game : To improve speaking and sentence building ability.

Type of the Game : Both individual and group

Requirements : Pairs of picture cards in which there are at least five differences.

This game can be played by a group or by individuals on their own. In order to play the game the teacher can collect pairs of pictures published in various magazines. The learners are required to detect the differences between the two pictures. Some sample pairs of pictures are given below.





The pictures given above are graded in the sense that the first group presents 4 differences, the second group presents 5 differences and the third group presents 6 differences. Further, it may also be noted that the objects of difference are part of the Kannada environment. In other words, to prepare such pairs of pictures words from the books currently used to teach the language could be collected. While collecting these words familiarity of the objects, their frequency of occurrence and usefulness in situations faced by the learners, number of letters of the words, complexity of the letters (conjunct consonants, anuswara, etc.) used in writing these words, picturability of the words etc., may be taken into account. In addition, easy comprehension and ease of recall may also be considered.

In the initial phase of the game the learners will be required only to list the names of objects/characteristics that are missing in the second picture of the pair, i.e., the students will be required only to write the proper words. In the second phase of the game, played either with a same set of pictures or with another similar set the students will be required to identify the missing item in a sentence form such as the following :

- a) toopi ide
- b) toopi illa

In the next phase of the game the following types of sentences may be elicited.

- a) avaḷa kiviyaḷli oole ide.
- b) iḷaḷa kiviyaḷli oole illa.

In the next phase of the game more complex sentential patterns of the following types may be elicited.

- a) avaja hattira oole haagu jhumaki ive.
- b) iḷaḷa hattira oole ide, jhumaki illa.
- a) avana hattira pennu, pustaka eraḍuu ive.
- b) ivana hattira pennu iddaruu pustaka illa.
- a) adaralli avana beṛaḷu uddavaagide.
- b) idaralli avana beṛaḷu chikkadaagide.
- a) adaralli huḍugana toopi doḍḍadu.
- b) idaralli huḍugana toopi adakkinta doḍḍadu.

As may be seen from the above examples the game may be used to elicit different grammatical categories and sentential patterns. However, it is suggested that for all the comparisons other than the

listing of differences in words, some model is to be provided to facilitate the learners to understand what is required.

The following system of scoring may be followed :

1. Scoring may be done on the basis of the differences identified.
2. If the game is an oral game the correctness of the objects identified and the clarity of pronunciation can be taken into account and scoring done accordingly.
3. If the learners are asked to write down the answers the correctness of spelling may be given weightage.
4. If the game involves buildup of sentences higher weightage may also be given by +5 points for each difference identified.

GAME 44

The Cartoon - Legend Matching Game

Aim of the Game : Development of Reading Skill through comprehension of cartoons.

Type of the Game : Both individual and group

Requirements : Cartoons from newspapers and magazines.

Newspapers and magazines publish strips/cartoons which cover various facets of life and social events. At a slightly advanced stage of language learning both the subject matter of the cartoon and the legend would be found very interesting exercises. In order to make the game more objective and appropriate, the cartoons are to be graded taking into consideration both the theme and the linguistic content (legend).

Method of Play

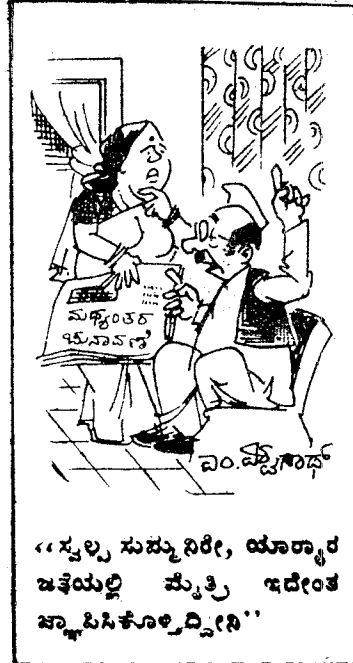
To start with a set of cartoons say 10 are chosen. The legends could be separated and pasted on cards. Taking into account the learner's language achievement the cartoon could be graded. Six graded cartoons are given below.



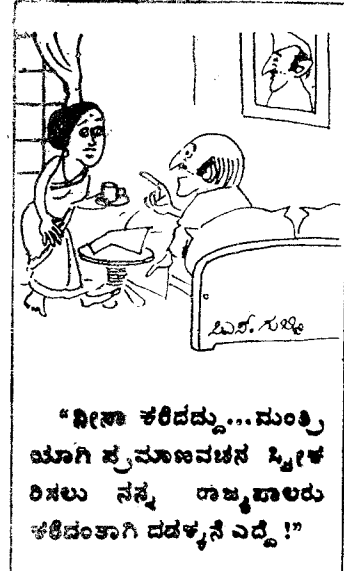
ಘೃಯಂ ಹೇಳು ಕೃಷ್ಣಾ ಬಂಧು
ಕೇಳಿಸ್ತಾ? ಈಗ ನೋಡಿ, ಘೃಣಾಲಸರಿಗೆ
ಜೆನರಿ ಏರಿಕೆಗೆ ಸಾಕಾಗದೆ ಬಂದಿರಾನ್ತೆ!



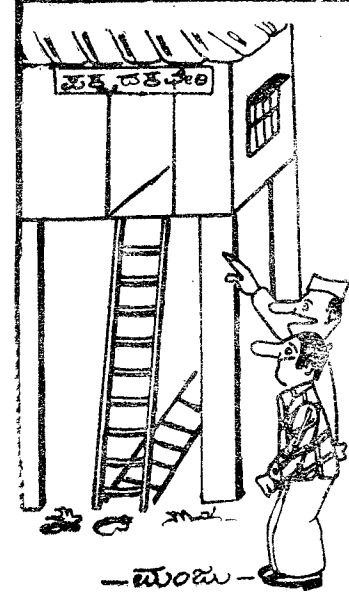
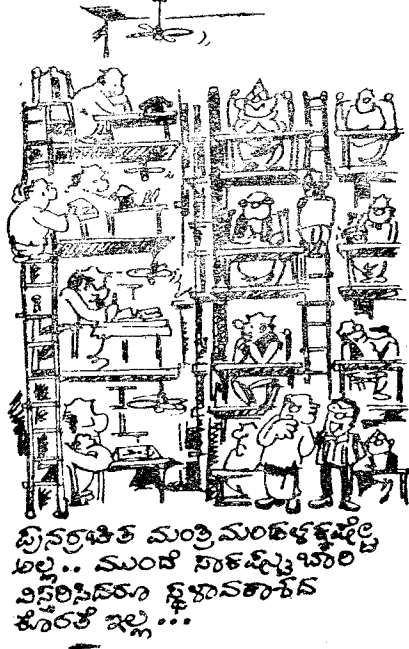
ಇವರಿಗೂ ನಮ್ಮ ಪಾಂಗಿ ರಾಜಾ ಇಬ್ಬೆ.
ಹೊಲಂ ವರ್ಗ ಮೂತ್ರಿ ಇಲ್ಲ ಅಷ್ಟೆ...



“ಸ್ವಲ್ಪ ಸುಮ್ಮನಿರೇ, ಯಾರ್ಯಾರ
ಜತೆಯಲ್ಲಿ ಮೈತ್ರಿ ಇದೇಂತ
ಜ್ಞಾಪಿಸಿಕೊಳ್ಳುತ್ತೀನಿ”



“ನೀನಾ ಕರೆದದ್ದು...ಮಂತ್ರಿ
ಯಾಗಿ ಪ್ರಮಾಣವಚನ ಸ್ವೀಕ
ರಿಸಲು ನನ್ನ ರಾಜ್ಯಪಾಲರು
ಕರೆದಂತಾಗಿ ದಡಕ್ಕನೆ ಎದ್ದೆ!”



ಹತ್ತದಿಂದ ಹತ್ತಕ್ಕೆ ಜಿಗಿಯುವು
ದನ್ನು ಕಟ್ಟಿಸುವ ಸಲುವಾಗಿ
ನಮ್ಮ ಕಛೇರಿಯನ್ನು ಅಲ್ಲಿ
ಕರೆದಿದ್ದೇನೆ!

The class can be divided into groups. The pasted cartoons also may be divided into two groups and distributed to the two groups. The legends are also divided and given to the two groups. Care is to be taken not to give a particular set of cartoon and its appropriate legend to the same group.

By tossing a coin, the group to play first is decided. The group shows one cartoon card to the other group. Within a specified time, say 30 seconds the other group should search the appropriate legend for the cartoon shown. Only one attempt is allowed. If the answer is correct the group gets +1 point, one if the answer is wrong the group may get a nil point or lose a point as the case may be. In the latter case no + point is credited to the group showing the card as no linguistic activity is involved in showing the card. This can be continued with the other group playing the game next. Taking into account

the total time available the number of cartoons can be selected. Further the cartoons could be selected taking into account the linguistic, cognitive level of the learners as also their level of appreciation.

This game can also be played as an individual game, in which case it amounts to an exercise rather than a competitive game. In this case each learner may be given a set of cartoons, and appropriate legends both separately. Given a specific time and a specific number of cartoons scoring could be done on the basis of the achievement.

This game is designed to develop reading ability among learners and also to make them aware of the nuances of both written and colloquial language.

The teacher may note that the language of the cartoons is generally crisp, elliptical and the content very suggestive. A second language learner as well as young children will have difficulty in understanding and appreciating those cartoons, whose understanding and appreciation depends solely on the linguistic content (legend). Accordingly for this audience the teachers may like to use in the initial stages those cartoons whose legend can be easily understood, based on the visual representation. At an intermediate stage cartoons that require an understanding of both linguistic and visual representation may be introduced. At an advanced stage legends that are highly elliptical and suggestive may be introduced. Note that it is indeed difficult to lay down a hard and fast rule, however the visual representation of anecdote, presenting humorous incidents is more easily understood when the language used is plain. Cartoon appreciation while indicating the level of linguistic maturity also indicates an understanding of the events and episodes at the cognitive level. Accordingly use of cartoons purely for language teaching purpose will have to be carefully planned.

GAME 45

A Game of Nominal Derivations

Aim of the Game : Identification of Nominal Derivations.

Type of the Game : Individual

Requirements : A square card/wooden board of size 2' x 2', a circular disc of diameter 1.5'.

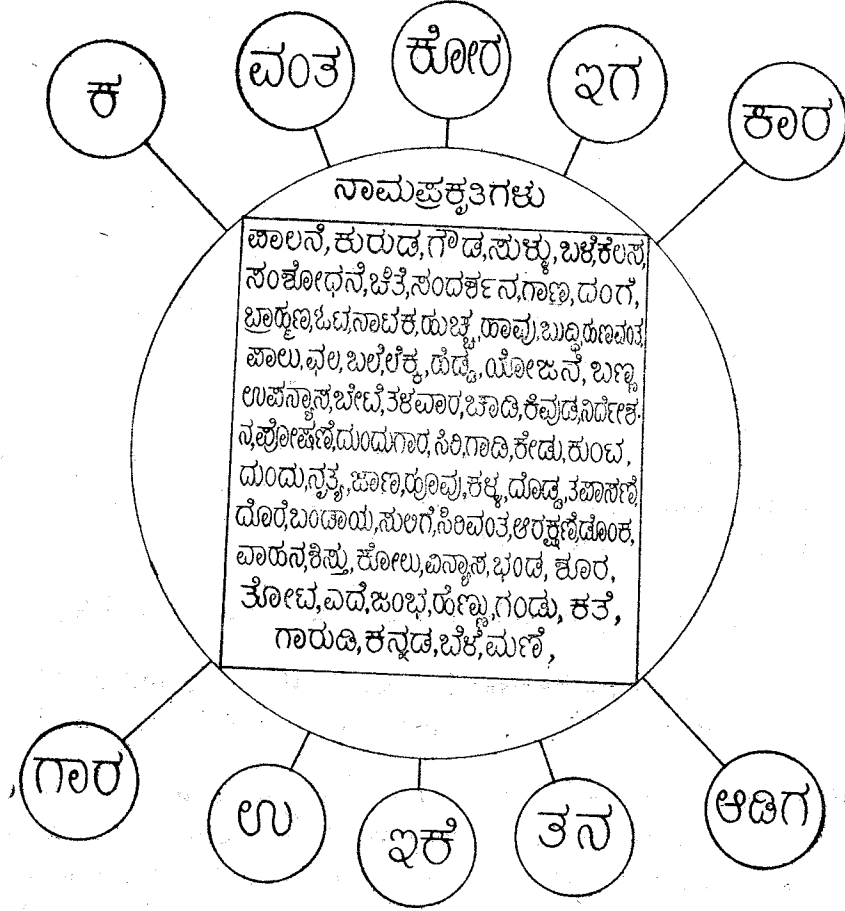
One of the ways of enriching the learner's vocabulary is by enabling them to identify derivations from the already known stock of vocabulary items. There are several derivational techniques ; common among them are prefixation, suffixation and compound formation. A vast majority of nominal derivatives in Kannada result from suffixation. Predominantly nouns and adjectives are suffixed to form different types of nouns. A few examples are given below.

-ka	paalane	'protection'	paalaka	'protector'
	sandaršana	'interview'	sandarśaka	'interviewer'
	yoojane	'plan'	yoojaka	'planner'
	nirdeesana	'direction'	nirdeesaka	'director'
	tapaasane	'investigation'	tapaasaka	'investigator'
-u	kuruḍa	'blind'	kuruḍu	'blindness'
	ḍonka	'crooked'	ḍor ku	'crookedness'
	hucca	'mad'	huccu	'madness'
	kuṇṭa	'lame'	kuṇṭu	'lameness'

	hedḍa	'fool'	hedḍu	'foolishness'
-iga	gaṇṇa	'oil mill'	gaṇṇiga	'oil miller'
	lekka	'account'	lekkiga	'accountant'
	Kannada	'Kannada language'	Kannaḍiga	'a Kannada speaking man'
	gaaruḍi	'magic'	gaaruḍiga	'magician'
	heṇṇu	'woman'	heṇṇiga	'womanish man'
	goovu	'cow'	gouliga	'milkman'
-kaara	oole	'letter'	oolekaara	'messenger'
	gaadi	'cart'	gaadikaara	'cart driver'
	naatāka	'drama'	naatakaara	'dramatist'
	carma	'hide'	car makaara	'a cobbler'
	koolu	'stick'	koolukaara	'one who plays with stick'
-gaara	baṇṇa	'colour'	baṇṇagaara	'painter'
	billu	'bow'	billugaara	'archer'
	beete	'hunting'	beetegaara	'hunter'
	haadu	'song'	haadugaara	'singer'
	kate	'story'	kategaara	'story writer'
-koora	lanca	'bribe'	lanca koora	'corrupt man'
	dange	'rebellion'	dangekoora	'rebel'
	sullu	'lie'	sullukoora	'liar'
	sulige	'fleecing'	sulige koora	'one who fleeces'
-vanta	buddhi	'knowledge'	buddhivanta	'knowledgeable man'

	haṇa	'money'	haṇavanta	'moneyed person'
	siri	'wealth'	sirivanta	'wealthy man'
	dhairya	'courage'	dhairyavanta	'courageous man'
-ike	braamhaṇa	'brahmin'	braamhaṇike	'brahminism'
	duṇḍugaara	'extravagant'	duṇḍugaarike	'extravagancy'
	buddhivanta	'intelligent person'	buddhivantike	'intelligence'
	ruupavanta	'handsome person'	ruupavantike	'handsomeness'
-tana	jaṇa	'clever'	jaṇatana	'cleverness'
	suḷḷu	'lie'	suḷḷutana	'lying'
	arasu	'king'	arasutana	'kingship'
	siri	'wealth'	siritana	'wealthiness'
-aadiga	haavu	'snake'	haavaadiga	'snake charmer'
	huuvu	'flower'	huuvaadiga	'flower seller'

The arrangement for the game is as follows : On a square board a disc is placed at the centre. It is fixed at the centre in such a way that the disc can be rotated easily. Close to circumference of the disc on the card/wooden board ten circles are drawn and the ten derivational suffixes -ka, -u, -iga, -kaara, -gaara, -koora, -vanta, -ike, -tana, -aadiga are written boldly using coloured ink. At the circular edge of the disc the words which give rise to derivations are written. The size of the disc may vary to accommodate a suitable number of words. It is also possible to have discs of several sizes, with definite number of words 10, 25, 50, 100 and so on, which facilitate easy scoring. The arrangement is as shown below.



Method of Play

- The playboard is placed on the table or hung on the wall.
- The first player (decided by spin of a coin or alphabetical order) is called to the board.
- He is asked to rotate the disc slowly and adjust any word to the correct derivational suffix.

- d. After adjusting the disc he is required to give the derived word.

For example :

ಸಂದರ್ಶನ + ಕೆ — ಸಂದರ್ಶಕ
(interview) (interviewer)

- e. In the beginning stages the player may attempt any word. After familiarity with all the suffixes and derivational processes is achieved the learner may be asked to form one word using each of the derivational suffixes.
- f. In bigger classes each learner can be given one chance. In smaller classes each learner may be asked to form as many words as the number of suffixes.
- g. The answer may be initially orally and later in writing.
- h. The learner may be asked to work all alone and write as many words as he can in a specified time of say 15 mts. or 30 mts.
- i. For such learners who are not at all familiar with the words in the disc the teacher may give the meaning of the word and also the derived word. For example **yoojane-yoojaka** (plan-planner). The learner is required to identify the derivational suffix and point the same on the board.
- j. After a few such attempts the type of play described earlier may be introduced.

Scoring

For each word 5 points may be awarded. Thus each learner may be given 5 chances and the scores of individual learners is noted against a maximum of 25 points. Whoever gets most points can be declared winner. Alternatively grades can also be given.

20 and above — A grade
Above 15 and below 20 — B grade
Above 10 and below 15 — C grade

The teachers may note that two tests are involved here :

- i) identification of the suffix, and
- ii) getting at the right word by combining the word on the disc and the suffix.

Scoring at the rate of 2 points for task (i) and 3 points for task (ii) may also be followed.

GAME 46

A Game of Verbal Derivations

Aim of the Game : Practice of verbal derivations

Type of the Game : Individual

*Requirements : Square board of dimension 3'×3'.
Circular disc of diameter 1.5'.*

This game is similar to the game of nominal derivations. The same arrangement described for nominal derivatives can be used with necessary modifications. It is designed to practise derivations of verbs. In Kannada the following derivations are made using verbs.

-ta	aaḍu	'to play'	aaṭa	'play'
	nooḍu	'to see'	noota	'sight'
	kaaḍu	'to trouble'	kaata	'trouble'
-ige	uḍu	'to wear'	uḍige	'dress'
	toḍu	'to wear'	toḍige	'dress'
	eeḷu	'to get up'	eeḷige	'development'
-ge	beeyu	'to cook'	beege	'misery' 'discomfort'
	holi	'to stitch'	holige	'stitching'
	naḍi	'to walk'	naḍige	'walking'
-ike	tooru	'to show'	toorike	'showmanship'
	niḍu	'to give'	niḍike	'payment, delivery'

	haaru	'to jump'	haarike	'to escape'
-ga	oodu	'to read'	ooduga	'reader'
	keelu	'to hear'	keeluga	'hearer'
-vu	nooyu	'to pain'	noovu	'pain'
	ari	'to know'	arivu	'knowledge'
	saayu	'to die'	saavu	'death'
-ke	moḷe	'to sprout'	moḷake	'sprout'
	bere	'to mix'	berake	'mixture'
	gaḷisu	'to earn'	gaḷike	'earnings'
-vaḷike	tili	'to know'	tiluvaḷike	'knowing'
				'commonsense'
	naḍe	'walk'	naḍavaḷike	'behaviour'
-vaṇige	mere	'to celebrate'	meravaṇige	'procession'
	bare	'to write'	baravaṇige	'writing'
-e	nagu	'to laugh'	nage	'laughing'
	horu	'to carry'	hore	'load'
	kollu	'to kill'	kole	'murder'
-pu	nene	'to recapitulate'	nenapu	'reminiscences'
	hoḷe	'to shine'	hoḷapu	'shine'
-vike	haaru	'to jump'	haaruvike	'jumping'
	noodu	'to see'	nooduvike	'seeking'
	aaḍu	'to play'	aaḍuvike	'playing'
-t	tivi	'to stab'	tivita	'stabbing'
	kun̄i	'to dance'	kun̄ita	'dancing'
	nege	'jump'	negeta	'jumping'

For this game also the same type of arrangement given for 'A Game of Nominal Derivation' may be used. The data is arranged as shown below.



GAME 47

Fun with Idioms

Aim of the Game : To familiarise some idioms of the type noun (body part) + verb.

Type of the Game : Both individual and group

Requirements : Idiom cards and meaning cards.

Kannada has many idioms formed by the combination of a noun and a verb. Of these idioms this game concentrates on idioms in which a noun is the name of a body part.

A few idioms of this type are given below.

ಕೈಕೊಡು	—ಮೋಸಮಾಡು
ಕಣ್ಣುಬಿಡು	—ದಯೆತೋರಿಸು
ಮೂಗು ಮುರಿ	—ತಿರಸ್ಕರಿಸು
ಬಾಯಿ ಹಾಕು	—ಮಧ್ಯಪ್ರವೇಶಿಸು
ಕತ್ತುಕುಯ್ಯಿ	—ಮೋಸಮಾಡು
ಹಲ್ಲು ಕೀಳು	—ಶಕ್ತಿ ಕುಂದಿಸು
ತಲೆ ತಿನ್ನು	—ತೊಂದರೆಕೊಡು
ಕಾಲುಮುರಿ	—ಅಸ್ವತಂತ್ರನಾಗಿಸು
ಬಾಯಿ ಆಡಿಸು	—ಅನಗತ್ಯ ತಿನ್ನುತ್ತಿರು
ಹೊಟ್ಟೆಹೊರೆ	—ಜೀವನಸಾಗಿಸು
ಎದೆಕೊಡು	—ಧೈರ್ಯವಾಗಿ ನಿಲ್ಲು

ತಲೆ ತಗ್ಗಿಸು	—ಅವಮಾನಿತನಾಗು
ಹಲ್ಲುಬಿಡು	—ಪೆಚ್ಚನಂತೆ ವರ್ತಿಸು
ಕಾಲುಎತ್ತು	—ನಷ್ಟ ಅನುಭವಿಸು
ಕಿವಿ ತಿರುಗಿಸು	—ದುರ್ಬುದ್ಧಿ ಹೇಳಿಕೆ
ತಲೆತೆಗಿ	—ಕೊಂದುಹಾಕು
ಕೈಕಚ್ಚು	—ಅನಗತ್ಯ ಹಣ ಖರ್ಚು
ಕಾಲುಕೆರೆ	—ಜಗಳ ಪ್ರಾರಂಭಿಸು
ಕೈಆಡಿಸು	—ಇಲ್ಲವೆಂದು ಹೇಳು
ಕೈಹಾಕು	—ಸಹಾಯಮಾಡು
ತಲೆತೂಗು	—ಆನಂದಿಸು
ತುಟಬಿಚ್ಚು	—ಮಾತಾಡು
ನಡುಕಟ್ಟು	—ಸಿದ್ಧವಾಗು
ನಡುಬಗ್ಗಿಸು	—ಶ್ರಮಪಡು
ಕಾಲ ಮೇಲೆ ನಿಲ್ಲು	—ಸ್ವತಂತ್ರನಾಗಿರು
ತಲೆ ಮೇಲೆ ಕೈಯಿಡು	—ಮೋಸಮಾಡು
ಮೂಗಿನ ಮೇಲೆ ಬೆರಳಿಡು	—ಆಶ್ಚರ್ಯಪಡು
ಒಂಟಿಕಾಲ ಮೇಲೆ ನಿಲ್ಲು	—ಅವಸರಪಡು, ಕಾತರದಿಂದಿರು
ತಲೆ ಮೇಲೆ ಕೂರಿಸಿಕೊ	—ಹೆಚ್ಚು ಸಲಿಗೆಕೊಡು
ತುದಿಗಾಲ ಮೇಲೆ ನಿಲ್ಲು	—ಅವಸರ ಪಡು
ಕಿರು ಬೆರಳಲ್ಲಿ ಕುಣಿಸು	—ಹೇಳಿದಂತೆ ಕೇಳುವಹಾಗೆ ಮಾಡು
ಅಂಗೈಯಲ್ಲಿ ಜೀವ ಹಿಡಿ	—ಭಯ, ಎಚ್ಚರಿಕೆಯಿಂದಿರು

In the above idioms the first word stands for a body part. Based on these idioms a game is designed. But the game is to be introduced at slightly advanced stage since it will be difficult to grasp the idiomatic meaning.

It may be noted that structurally not all the idioms mentioned above are identical. There are at least three major types.

- a. noun + verb
tale tinnu 'to cause worry', 'bother'
hoṭṭe hore 'to earn bread', 'make living'
- b. noun + verb (causative/transitive)
karuḷu suṇḍisu 'to cause agony'
niiru kuḍisu 'to teach a lesson'
- c. noun + place adverb + verb
kaalu mēele nillu 'to be independent'
'to stand on his own legs'
tale mēele kai idu 'to cheat', 'to victimise'

a. The idioms and their meanings can be put on different cards. With idioms and their meanings on separate sets a matching game could be designed. With the class divided into two groups, the cards are distributed to the groups. One group has the idioms and the other their meanings. The game is to be played in two rounds. In the first round, the group which has the idiom cards calls the idioms and the other group which has the meanings responds by giving the correct meanings to the idioms called. Where as a correct answer gets a reward of +1, wrong answer fetches nil point.

b. Another game could be designed laying more emphasis on the use of the idioms. This can be done by collecting a few utterances from popular fiction. The learners are required to fill in the correct

idiom taking into account the meaning of the utterance. This exercise may be done as an individual game or as a group game. Alternatively the learners may be asked to use the idiom in an utterance. This would enable the learners to understand the content of the idiom and the correct context where it is to be used. It is also possible to play the matching game in the reverse fashion as well. As regards, scoring higher weightage may be given to games which warrant the use of the idiom in an utterance.

1. ಅಂಗೈಯಲ್ಲಿ ಜೀವ ಹಿಡಿ
2. ಎದೆ ಗಟ್ಟಿಮಾಡು
3. ಎದೆ ಭಾರವಾಗು
4. ಎದೆ ತುಂಬಿಬರು
5. ಒಂಟಿ ಕಾಲಮೇಲೆ ನಿಲ್ಲು
6. ಕಣ್ಣು ಅಡಿಸು
7. ಕಣ್ಣಿಗೆ ಮಣ್ಣೆರಚು
8. ಕಣ್ಣಿಗೆ ಹಬ್ಬ ಅಗು
9. ಕಣ್ಣು ಕೀಳು
10. ಕಣ್ಣು ಕೆಂಪಾಗು
11. ಕಣ್ಣು ತಪ್ಪಿಸು
12. ಕಣ್ಣು ತಾಕು
13. ಕಣ್ಣು ಬೀಳು
14. ಕಣ್ಣು ಹಾಕು
15. ಕಣ್ಣು ಹಾಯಿಸು
16. ಕಣ್ಣು ಒರೆಸು
17. ಕರುಳು ಕತ್ತರಿಸು
18. ಕರುಳು ಹಿಂಡು

19. ಕಾಲಾಡು
20. ಕಾಲು ಕಟ್ಟು
21. ಕಾಲು ಕೀಳು
22. ಕಾಲು
23. ಕಿವಿ ಕಚ್ಚು
24. ಕಿರು ಬೆರಳಲ್ಲಿ ಕುಣಿಸು
25. ಕಿವಿಗೆ ಬೀಳು
26. ಕಿವಿ ನೆಟ್ಟಗಾಗು
27. ಕೈ ಕಚ್ಚು
28. ಕೈ ಕಟ್ಟು
29. ಕೈ ಕಾಲು ಹಿಡಿಸು
30. ಕೈಗೆ ಕರಟ ಕೊಡು
31. ಕೈ ನೋಡು
32. ಕೈ ಬರಿದಾಗು
33. ಕೈ ಬಿಸಿ ಮಾಡು
34. ಕೈ ಬೆಚ್ಚಗೆ ಮಾಡು
35. ಕೈ ಮಾಡು
36. ಕೈ ಮೀರು
37. ಕೈ ಒಡ್ಡು
38. ಕೈ ಸುಡು
39. ಕೈ ಹಿಡಿ
40. ಕೊರಳಿಗೆ ಕಟ್ಟು
41. ಗುಟಲು
42. ಗುಟಲು ದೊಡ್ಡದು ಮಾಡು

43. ಜುಟ್ಟು ಹಿಡಿ
44. ಜುಟ್ಟು ಕೈಗೆ ಸಿಗು
45. ತಲೆ ಎತ್ತಿ ತಿರುಗು
46. ತಲೆ ಓದಿಸು
47. ತಲೆ ಕೆರಿ
48. ತಲೆ ಕೊಡು
49. ತಲೆಗೆ ಕಟ್ಟು
50. ತಲೆಗೆ ತರು
51. ತಲೆಗೆ ಹಾಕಿಕೊ
52. ತಲೆಗೆ ಹಚ್ಚು
53. ತಲೆಗೆ ಹಿಡಿ
54. ತಲೆ ತೊಳೆದುಕೊ
55. ತಲೆ ತೂಗು
56. ತಲೆ ಬಿದ್ದು ಹೋಗು
57. ತಲೆ ಬಿಸಿಯಾಗು
58. ತಲೆ ಬೋಳಿಸು
59. ತಲೆ ಮೇಲೆ ಕಲ್ಲುಹಾಕು
60. ತಲೆಮೇಲೆ ಕೂರಿಸಿಕೊ
61. ತಲೆ ಮೇಲೆ ಚಪ್ಪಡಿ ಎಳೆ
62. ತಲೆ ಮೇಲೆ ವೇಣಸು ಅರೆ
63. ತಲೆಯಲ್ಲಿ ನಡಿ
64. ತಲೆ ಉಳಿಸಿಕೊ
65. ತಲೆ ಎತ್ತು
66. ತಲೆ ಹೋಗು

67. ತುಟಿ ಎರಡು ಮಾಡು
68. ತುಟಿ ಬಿಚ್ಚು
69. ತುದಿಗಾಲ ಮೇಲೆ ನಿಲ್ಲು
70. ತೊಡೆ ತಟ್ಟಿ ನಿಲ್ಲು
71. ನಡು ಕಟ್ಟು
72. ನಡು ಬಗ್ಗಿಸು
73. ನಾಲಿಗೆ ಉದ್ದಮಾಡು
74. ನಾಲಿಗೆಯುಳಿಸಿಕೊ
75. ನಾಲಿಗೆ ಚುರುಕು ಮಾಡು
76. ನಾಲಿಗೆ ಬಿಗಿಹಿಡಿ
77. ನಾಲಿಗೆ ಸಡಿಲ ಮಾಡು
78. ನಾಲಿಗೆ ಹರಿತ ಮಾಡು
79. ನೆಟ್ಟಗಿರು
80. ಬಾಯಿ ಕಟ್ಟು
81. ಬಾಯಿ ಸತ್ತುಹೋಗು
82. ಬಾಯಿ ಹರಿಬಿಡು
83. ಬೆನ್ನಿನಲ್ಲಿ ಇರಿ
84. ಬೆನ್ನುಕಾಯಿ
85. ಬೆನ್ನು ಚಪ್ಪರಿಸು
86. ಬೆನ್ನು ತಟ್ಟು
87. ಬೆನ್ನು ತುರಿಸು
88. ಬೆನ್ನುಹತ್ತು
89. ಮುಖ ಕಪ್ಪಾಗು
90. ಮುಖಕ್ಕೆ ಮುಸಿ ಹಾಕು

91. ಮುಖ ಕೊಟ್ಟು ಮಾತಾಡು
92. ಮುಖ ಚಿಕ್ಕದು ಮಾಡು
93. ಮುಖದ ನೀರಿಳಿಸು
94. ಮುಖ ಮುರಿ
95. ಮೂಗಿಗೆ ತುಪ್ಪ ಹಾಕು
96. ಮೂಗಿಗೆ ಸುಣ್ಣ ಹಾಕು
97. ಮೂಗಿನ ಮೇಲೆ ಬೆರಳಿಡು
98. ಮೈ ಚಳಿಬಿಡು
99. ಮೈ ಬಗ್ಗಿಸು
100. ಮೈಯೆಲ್ಲಾ ಕಣ್ಣಾಗು
101. ಮೈಯೆಲ್ಲಾ ಕಿವಿಯಾಗು
102. ಹಲ್ಲಿಗೆ ಇಳಿ
103. ಹಲ್ಲು ಹಿಡಿದು ಮಾತಾಡು
104. ಹೊಟ್ಟೆ ಕಟ್ಟು
105. ಹೊಟ್ಟೆ ಕಾಯಿ
106. ಹೊಟ್ಟೆಗೆ ಹಾಕಿಕೊ
107. ಹೊಟ್ಟೆ ತಣ್ಣಗಾಗು
108. ಹೊಟ್ಟೆ ಮೇಲೆ ಒದ್ದೆ ಬಟ್ಟೆ ಹಾಕಿಕೊ
109. ಹೊಟ್ಟೆ ಹಿಡಿ
110. ಹೊಟ್ಟೆ ಮೇಲೆ ಹೊಡಿ

GAME 48

Match the Similies

Aim of the Game : To familiarise popular similies and allegoric expressions.

Type of the Game : Individual/group

Requirements : Cards displaying Similie-phrases.

On several occasions one uses similies to make one's idea clear to the hearer. Thus in day to day speech we come across similes or comparisons which have more potential to convey a particular idea effectively than through ordinary words. Such comparisons may be contemporay or may belong to remote past. Many of these go back to the period of epics but they are still in vogue. Our past epics, personalities, trees and animals, objects have provided more examples of this type. Curiously when they are used in continuous conversation or in a talk one rarely sees the truths of the anecdote attached to the similie but perceives the effect of the idea of the speaker more clearly. For example if somebody says 'gaṇapatiya maduve' the hearer immediately perceives the characteristics of indefiniteness or postponement of the topic referred to, than the truth of the legend connected with Lord Ganapathi's marriage. Some of the very popular allegoric expressions and their meanings are given at the end.

Two games are designed to familiarise the learners with the similie phrases and their use in contexts. The game is suitable for intermediate and advanced learners. Familiarity with the spoken nuances, extensive reading of literature of various types help perceiving the idea well.

These phrases cover a wide variety of semantic aspects such as
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agreeing, disagreeing, positive, negative, derogatory, praising, personality traits etc. It is interesting to classify the similies on the basis of their semantic intent or on the basis of objects or personalities or animals involved. The following are some of the examples of semantic classes.

- a. Expressions concerning gods, goddesses, personalities and legendary figures.

examples :	Gaṇapati	Kumbhakarna
	Trisanku	Hanumanta
	Kubeera	Mohini
	Naarada	Dakṣa
	Viśwamitra	Chitrageeta

- b. Expressions concerning animals .

examples :	jigane	kaage
	haddu	haavu
	kuri	bekku
	maṇḍuka	naayi
	chataka	kooli

- c. Expressions involving planets, stars and other celestial objects.

examples :	śukra	śani
	raahu	brihaspati
	dhruva	suurya
	chandra	dhuumakeetu

- d. Expressions concerning epic works.

examples :	Raamayana
	Mahaabhaarata
	Puraana

e. Expressions on objects around.

examples :	chamacha	baḷḷi
	gaandhiṭoopi	iichalumara
	jaalimara	aḍikemara

The similies may also be classified on the basis of moods or attitudes such as anger, laziness, alacrity, intelligence, beauty, ugliness, happiness, poverty, loveliness, haste, lying etc.

The teachers may list some of these forms and grade them taking into account the familiarity of the learners with the legend or mythology, animal world or personality and the idea implied by the similie.

Game (a) For each of the similie a card is prepared. For ensuring familiarity the meanings of the similies a matching game can be designed. The matching game may be preceded by an anecdote narrated by the teacher. The anecdote may have about 5 or 10 similies. The learners will be given the cards and will be asked to match the meaning with the similies. With the context already given in the form of an anecdote the learners would comprehend the semantic connotation easily. A score of +1 may be given for each correct matching.

Game (b) This game follows the one described above, because it can be played only after some familiarity with the expression is achieved. This game involves narrating of an anecdote or a story to suit the similie. The following steps may be followed.

1. About 10 cards are put in a box or tray.
2. The pupils are asked to pick one card each from the lot.

3. They are given a time of five minutes to think and plan a story or an anecdote involving the similie.
4. After five minutes they are asked to narrate the story.

The teacher may give scores on the basis of

- (i) perception of the meaning of the similie
- (ii) planning of the story
- (iii) narration of the story.

The same may be given as a composition excise as well and the learners may be asked to write the story.

Some of the similie expressions are given below :

1. ಗಣಪತಿಯ ಮದುವೆಯಂತೆ—ಮುಂದೂಡಲ್ಪಡು
ತ್ತಿರುವ ಕೆಲಸ
2. ಗೋಮಯದ ಗಣೇಶನಂತೆ —ಅಪ್ರಯೋಜಕ
3. ಗಂಗೆ ಗೌರಿಯಂತೆ ವಿಶ್ವಾಸ —ಯಾವಾಗಲೂ ಜಗಳ
ಕಾಯುವವರು
4. ಬಿಚ್ಚೋಲೆ ಗೌರಮ್ಮನಹಾಗೆ—ಹಳೆಕಾಲದ ಮುತ್ತೈದೆ
ಹೆಂಗಸು
5. ಗಂಗೆಯಂತೆ ಮನಸ್ಸು —ಶುದ್ಧವಾದ ಮನಸ್ಸು
6. ಶಿವ ನಂಜುತಂದ ಹಾಗೆ —ಕಷ್ಟವನ್ನು ನುಂಗು
7. ಶಿವನಿಗೆ ಪಂಚಾಕ್ಷರಿ ಉಪದೇಶ—ವೈರ್ಥವಾದ ಕೆಲಸ

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| 8. ದಕ್ಷಯಜ್ಞದಂತೆ | —ಸಂಪೂರ್ಣ ನಾಶವಾಗು |
| 9. ಮೋಹಿನಿಯಂತೆ | —ಜನರನ್ನು ಸೆಳೆ |
| 10. ಸ್ವರ್ಗಸುಖ | —ಬಹಳ ಸುಖಿಯಾಗಿರು |
| 11. ತ್ರಿಶಂಕು ಆಗು | —ನೆಲೆ ಇಲ್ಲದೆ ಇರು |
| 12. ಇಂದ್ರನಂತೆ | —ಅತಿ ವೈಭವಶಾಲಿ, ತುಂಬಾ
ಭೋಗಿ, ಕಾಮುಕ |
| 13. ಯಮನಂತೆ | —ಭಯಂಕರ |
| 14. ವಾಯುವಿನಂತೆ | —ಅತಿ ವೇಗವಾಗಿ
ಸಂಚರಿಸುವ |
| 15. ಕುಬೇರನಂತೆ | —ಅತಿ ಐಶ್ವರ್ಯವಂತ |
| 16. ನಾರದನಂತೆ | —ಊರೂರು ತಿರುಗುವವ,
ಚಾಡಿಮಾತುಹೇಳುವವ |
| 17. ಗಂಧರ್ವನಂತೆ ಹಾಡು | —ಇಂಪಾಗಿ, ಸುಶ್ರಾವ್ಯವಾಗಿ
ಹಾಡು |
| 18. ದೂರ್ವಾಸರಂತೆ | —ಅತಿ ಕೋಪಿ, ಮುಂಗೋಪಿ |
| 19. ರಂಭೆ, ಊರ್ವಶಿಯಂತೆ | —ಅತಿ ಸುಂದರಿ, ಅತಿ ಕುರೂಪಿ,
ಅತಿ ಹಾವಭಾವ ತೋರಿಸು
ವವಳು |
| 20. ದೈತ್ಯ ಸಾಧನೆ | —ಅತಿ ಕಷ್ಟಸಾಧ್ಯವಾದ ಕೆಲಸ |
| 21. ಸಾಕ್ಷಾತ್ ಶನಿ | —ಪದೇಪದೇ ಓಡಿಸುವವ |
| 22. ಚಿತ್ರಗುಪ್ತನ ಹಾಗೆ | —ದಾಖಲೆಯಿಲ್ಲದ ಲೆಕ್ಕ ಹಾಕು |
| 23. ಶುಕ್ರನಂತೆ | —ತೇಜಸ್ಸಿನಿಂದ ಕೂಡಿದ |

24. ಅಗ್ನಿಯಂತೆ —ವರ್ಚಸ್ಸುಳ್ಳವ
25. ಧ್ರುವ ನಕ್ಷತ್ರದಂತೆ —ನಿಂತಲ್ಲೇ ಸ್ಥಿರವಾಗಿ ನಿಲ್ಲುವವ,
ಅಮರನಾಗು
26. ಬೇತಾಳನಂತೆ —ಬೆನ್ನಹಿಂದೆ ಹಿಂಬಾಲಿಸುವ
27. ಅರುಂಧತಿಯಂತೆ —ಪತಿವ್ರತೆ, ಸಾಧ್ವಿ
28. ವಿಶ್ವಾಮಿತ್ರ ಸೃಷ್ಟಿ —ಕೃತಕವಾಗಿ ಸಿದ್ಧಪಡಿಸಿದ
29. ಬ್ರಹ್ಮವಿದ್ಯೆ —ಅತಿ ದೊಡ್ಡ ವಿದ್ಯೆ
30. ಬ್ರಹ್ಮಾಸ್ತ್ರ —ದೊಡ್ಡ ಅಸ್ತ್ರ, ಪರಿಣಾಮ
ನೀಡುವ ಉಪಾಯ
31. ಮನ್ಮಥನಂತೆ —ಸುಂದರಾಂಗ
32. ರಾಮಲಕ್ಷ್ಮಣರಂತೆ —ಅನ್ಯೋನ್ಯ ಸೋದರರು
33. ವಾಲಿ ಸುಗ್ರೀವ —ವಿರೋಧಿಗಳಾದ ಸೋದರರು
34. ರಾವಣ ಕುಂಭಕರ್ಣರಂತೆ —ಬಹಳ ದುಷ್ಟರಾದ
ಸೋದರರು
35. ರಾಮಬಾಣ —ಖಚಿತವಾಗಿ ಫಲಕೊಡುವ
ಅಸ್ತ್ರ
36. ರಾಮರಾಜ್ಯ —ಸುಖೀದೇಶ
37. ಭಗೀರಥ ಪ್ರಯತ್ನ —ತುಂಬಾ ಪ್ರಯತ್ನಪಡು
38. ಮಂಥರೆ —ಚಾಡಿಕೋರಿ
39. ಶಬರಿಯಂತೆ —ದೀರ್ಘಕಾಲದವರೆಗೆ ಕಾದು
ಕುಳಿತಿರು
40. ವಾನರ ಸೇನೆ —ಮಕ್ಕಳ ಸೇನೆ
41. ರಾಮಾಯಣ —ಅತಿ ದೀರ್ಘ ಕತೆ, ಹರಟೆ

42. ಗಂಟೆಯ ಮೇಲಿನ ಹನುಮಂತನಂತೆ—ಕೈಮುಗಿದೂ
ಕೊಂಡಿರು
43. ಹನುಮಂತನ ಬಾಲದಂತೆ—ತುಂಬ ನೀಳವಾಗಿ
ಬೆಳೆಯುತ್ತಾ ಹೋಗು
44. ಅಳಿಲ ಭಕ್ತಿ ಮಳಲಸೇವೆ—ಸೇವೆ ಸ್ವಲ್ಪವಾದರೂ ಭಕ್ತಿ
ಹೆಚ್ಚು
45. ರಾವಣನ ಹೊಟ್ಟೆಗೆ ಮೂರುಕಾಸಿನ ಮಜ್ಜೆಗೆ—ತುಂಬ
ಕಮ್ಮಿ
46. ಓ ಲಕ್ಷ್ಮಣಾ ಅನ್ನು —ತೀರಾ ಬಳಲಿ ಬರು
47. ರಾಮಾಯಸ್ವಸ್ತಿ, ರಾವಣಾಯಸ್ವಸ್ತಿ—ಎರಡೂ ಕಡೆಗೆ
ಒಳ್ಳೆಯವನಾಗು
48. ರಾವಣ ಮಂಡೋದರಿಯಂತೆ—ಗಂಡ ಗಿಡ್ಡ ಹೆಂಡತಿ
ಎತ್ತರ. ಗಂಡನಿಗಿಂತ
ಹೆಂಡತಿಗೆ ಹೆಚ್ಚು ವಯಸ್ಸು
49. ಸಾಕ್ಷಾತ್ ಧರ್ಮರಾಯ —ಸತ್ಯವನ್ನೇ ಹೇಳುವವ
50. ಅಂತೂ ಇಂತೂ ಕುಂತಿಮಕ್ಕಳಿಗೆ ರಾಜ್ಯ ಇಲ್ಲ—ಕಷ್ಟ
ತಪ್ಪಲಿಲ್ಲ

GAME 49

The Dice Game

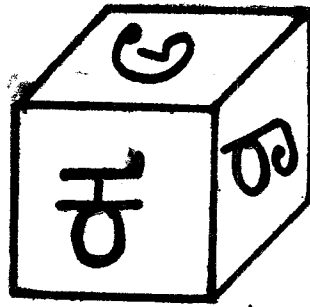
Aim of the Game : Recall of the vocabulary items.

Type of the Game : Individual/group

Requirements : A wooden cube.

This game is essentially a word building game and can be played in more than one way.

The primary requirement for the game is a wooden or a plastic cube. Cubes can also be made from empty cigarette packs. The cube has six faces and six letters could be either engraved or written on the faces of the cube.



Game No. 1

This game can be played by two to four players. As to who will play first is decided by rolling the dice once and noting the letter. Whoever gets that comes first in the order of the alphabet will earn the chance to play first. The player is required to put the cube in a

cylindrical vessel or a glass bottle and shake well and put on the ground. Whatever letter that is on the face pointing upwards is noted. The player has to write a word beginning with the letter in about 5 seconds time. He can write the word in his note book or on the black board. If he makes a two-letter word he gets 2 points, three-letter word three point and so on. The scores of individual players can be tabulated after 25, 50 chances/rounds. If a player commits a spelling error in writing the word, he will lose for each error one point. The player who scores more number of points is the winner.

Game No. 2

For this also the same cube is used. The only change is that more restriction is put on the selection of letters for word building. Instead of a single turn the player rolls the dice three times and out of the three letters plus the vowel combinations plus gemination he can make a word. Here again for the three letter words the player gets 3 points, for a four letter word he gets 4 points and so on. After 10, 20, or 30 attempts the scores may be tabulated. The learners may be asked to write on the black board the words they make. Additional constraint in the form of penalty for spelling errors may also be introduced. If there are any spelling errors the teacher may point them out immediately after a word is made and write it on the board so that other learners may write down the correct word. For each error one point is deducted.

It is important that teachers identify potential letter groups from which maximum number of words may be made. As only 6 letters could be accommodated in a single cube, the teachers may also take into account the letters already taught and the vocabulary items introduced in the text book.

I give below 10 groups of 6 letters each. Additional groups can be formed by the teachers learners themselves.

1. ಹ ಸ ಕ ರ ತ ದ
2. ರ ಅ ತ ಗ ಸ ಲ
3. ಬ ಯ ಸ ಮ ಳ ರ
4. ನ ಮ ಯ ಗ ರ ತ
5. ಪ ರ ಕ ಬ ಲ ತ
6. ಎ ಕ ರ ತ ಲ ಮ
7. ಜ ಗ ರ ಡ ಲ ಸ
8. ಣ ಮ ಸ ತ ಗ ಕ
9. ವ ರ ಷ ಪ ಗ ದ
10. ಜ ಬ ಲ ಸ ಣ ರ

GAME 50

Who am I

Aim of the Game : To revise vocabulary items already taught.

Type of the Game : Individual

Requirements : As described in the game.

This game is suitable for revising vocabulary items already learnt. The game is essentially an entertainer since a puzzle is to be solved to arrive at a word. The puzzles also serve as good reading exercise.

To start with, some of the vocabulary items already learnt by the learners may be listed. Three or four line puzzles which involve the letters of the word in question may be composed. One example is given below.

ಮೊರೆಯಲ್ಲಿರುವ ಮರದಲ್ಲಿಲ್ಲ.

ಕಸದಲ್ಲಿರುವ, ಕರದಲ್ಲಿಲ್ಲ.

ಕಳೆಯಲ್ಲಿರುವ, ಕಳದಲ್ಲಿಲ್ಲ.

ನೀರಿನಲಾಡುವ ನಾನು ಯಾರು ?

The above puzzle gives clues about the three letters ಮೊ, ಸ, and ಕೆ which together form ಮೊಸಳೆ 'crocodile'. The word clues are ಮೊರೆ, ಮರ; ಕಸ, ಕರ; and ಕಳೆ, ಕಳ. Each pair contains two two-letter words by comparing which the learner can arrive at one letter of the word in question.

The puzzles can also be graded in the following manner.

- (i) two-letter words without clusters like ಬಾವಿ, ಬಾಲ, ಆನೆ, ಭುಜ, ಹುಲಿ etc.
- (ii) two-letter words with clusters like ರೊಟ್ಟಿ, ಬಿಲ್ಲು, ಹೆಜ್ಜೆ, ಹಣ್ಣು.
- (iii) three letter words with one cluster like ಪುಸ್ತಕ, ಕೊಬ್ಬರಿ.
- (iv) four-letter words with like ಕಾಲೊರಸು, ಕನ್ನಡಕ, ಗಡಿಯಾರ, ನಿಲುವಂಗಿ etc.

Some more the puzzles are given below.

1. ಬಲದಲ್ಲಿರುವ ಬಾಲದಲ್ಲಿಲ್ಲ
ನಾಳೆಯಲ್ಲಿರುವ ನಾಳದಲ್ಲಿಲ್ಲ
ಹೆಣ್ಣುಮಕ್ಕಳ ಪ್ರೀತಿಯ ವಸ್ತು
ನಾನು ಯಾರು ? ಉತ್ತರ : ಬಳೆ
2. ಮೊರದಲ್ಲಿರುವ ಮರದಲ್ಲಿಲ್ಲ
ಕಾಲದಲ್ಲಿರುವ ಕಾಲಿನಲ್ಲಿಲ್ಲ
ಆಟದೊಳಗಮೆಯ ಸೋಲಿಸಿಹ
ಜಾಣನು ಎನ್ನನು ಗುರುತಿಸಿಹ. ಉತ್ತರ : ಮೊಲ
3. ಗೂಡೆಯಲ್ಲಿರುವ ಗುಡಿಯಲ್ಲಿಲ್ಲ
ಹಬೆಯಲ್ಲಿರುವ ಹಬ್ಬದಲ್ಲಿಲ್ಲ
ಕೇಳಿದವರಿಗೆ ನ್ಯಾಯವ ಪೇಳುವ
ನಾನು ಯಾರು ? ಉತ್ತರ : ಗೂಬೆ
4. ಹಾರೆಯಲ್ಲಿರುವ ಹೀರೆಯಲ್ಲಿಲ್ಲ
ಕಾರದಲ್ಲಿರುವ ಕಾರಿನಲ್ಲಿಲ್ಲ
ಕೊರಳೊಳು ಹಾಕಲು ಚಂದದಿ ಕಾಣುವಿ
ಹೆಸರಿಸಿ ನನ್ನಯ ಹೇಳಿರಿ ನೀವು. ಉತ್ತರ : ಹಾರ

